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## ABSTRACT

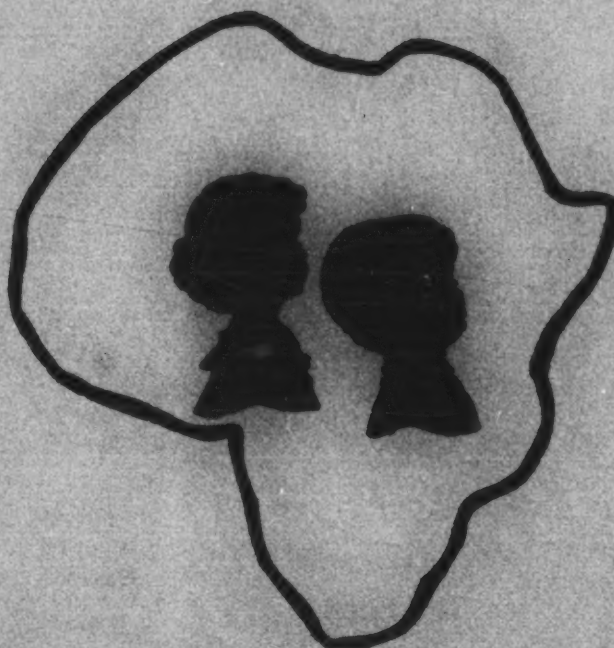
This guide consists of a set of activities to help elementary school students cope with fears and stress. Each activity includes the curricular areas in which it would fit (i.e., language arts, social studies, etc.), the grade level and group size for which it is suitable, and the approximate time necessary for its completion. The guide is divided into the following sections: (1) an introduction to the origin of fears and stress in children and a theory of the foundations for successful coping; (2) a set of fear-specific activities, which address themselves to the alleviation of general and specific childhood fears; (3) a set of fear-prevention activities to help build children's feelings of security, self-worth, and control; (4) stress-reducing activities with a variety of scripts that can be used with various grade levels; (5) activities for high risk children, including a model of counseling for children who have suffered a trauma or who have not developed successful coping skills; (6) a bibliography of children's books arranged by fear, author, and grade level, which can be used by teachers or counselors for bibliotherapy; and (7) a list of other resources for educators addressing childhood fears and stress. (TE)

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# COPING WITH FEARS AND STRESS

## AN ACTIVITY GUIDE

Grades K - 8



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# **COPING WITH FEARS AND STRESS**

**An Activity Guide**

**Grades K - 8**

by

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## HOW TO USE THIS GUIDE

**Coping with Fears and Stress:** To make the guide easier to use, each activity includes the curricular areas into which it would fit (i.e., Language Arts, Social Studies, etc.), the grade levels and group size for which it is suitable, and the approximate time necessary for its completion.

The guide is divided into sections as follows:

- Section I** is an **Introduction** to the origin of fears and stress in children and to the theory which underlies our model of successful coping.
- Section II** deals with **Fear Specific Activities**; that is, activities which address themselves to the alleviation of the effects of fear and to specific fears, such as the fear of the dark or the first day of school.
- Section III** comprises general activities used for the **Prevention** of fear and to build up children's feelings of security, self-worth and control.
- Section IV** introduces **Stress Reducing Activities** with a variety of scripts that can be used with the various grade levels.
- Section V** addresses the area of **High Risk Children** and includes a model of counseling which can be used with children who have suffered a trauma or who have not developed successful coping skills.
- Section VI** is a **Bibliography** of children's books, arranged by fear, author and grade level and which can be used by teachers or counselors for bibliotherapeutic purposes.
- Section VII** is a list of other **Resources** which may be helpful to the educator interested in developing a collection of materials dealing with fears and stress.

## **MODEL FOR COUNSELING THE FEARFUL CHILD**

### **Stage One: Exploration**

This stage allows the child to openly explore feelings, thoughts and behavior regarding self in relation to fear object(s).

#### **Counselor Seeks To:**

Establish an atmosphere of trust and open communication;

Validate the child's perceptions as real and appropriate at the current level of experiencing and understanding;

Provide an opportunity for catharsis.

#### **Techniques Utilized:**

Empathic listening and responding

Appropriate self-disclosure

Biblio-counseling

Mutual story telling

Play, art, storytelling, etc.

#### **Procedural Goal:**

Self-exploration

### **Stage Two: Assessment**

This stage helps the child define the fear in relationship to trauma or disaster and/or current sense of security, self-worth and/or control.

#### **Counselor Seeks To:**

Help the child recognize reactions to traumatic event or disaster;

Help the child recognize sense of security, self-worth, control;

Gently guide the child toward recognition of relationship of self with fear object.

#### **Techniques Utilized:**

Continued empathic responding

Added specificity in responding

Role play

Role reversal

Play, art, storytelling, etc.

#### **Procedural Goal:**

Self-understanding

### **Stage Three: Intervention**

This stage helps the child take appropriate action to deal with fear object(s).

#### **Counselor Seeks To:**

Help the child develop specific strategies in coping with fear object(s) and/or  
Help the child increase sense of security and/or self-worth and/or control.

#### **Techniques Utilized:**

Relaxation training  
Systematic Desensitization  
Guided Imagery  
Interpersonal communication skills training  
Decision making/problem solving skills training  
Life skills training groups  
Creating success experiences  
Biblio-counseling  
Encouragement

#### **Procedural Goal:**

Action directed toward dealing with fear object or increasing sense of security, self-worth and control

### **Stage Four: Evaluation**

This stage helps the child assess current relationship of self to fear objects.

#### **Counselor Seeks To:**

Validate child's ability to cope with fear object(s);  
Validate child's sense of security, self-worth and/or control.

#### **Techniques Utilized:**

Role play  
Role rehearsal  
Role reversal  
Direct observation  
Indirect observation  
Self report

#### **Procedural Goal:**

Evaluation of interaction scheme

From: Robinson, E.H., Rotter, J.C., Fey, M.A., & Vogel, K. R. (1988).  
COPING WITH FEAR AND STRESS. Unpublished Manuscript.

## Fear, Phobias, Anxiety and Stress

Fear can be defined as an affective (feeling), cognitive (thinking), motoric (behaving) and physiological (bodily changes) response to a perceived threat. It is generally a response to a specific object or concept, such as a snake or being left alone. Fear is a normal part of the developing process and can be an important tool for self-preservation. Faced with a fear object, such as an oncoming truck, a child's fear response (distress, recognition of real danger, increased heart rate and adrenaline, and fleeing) is quite appropriate and even necessary for the continued existence of the organism.

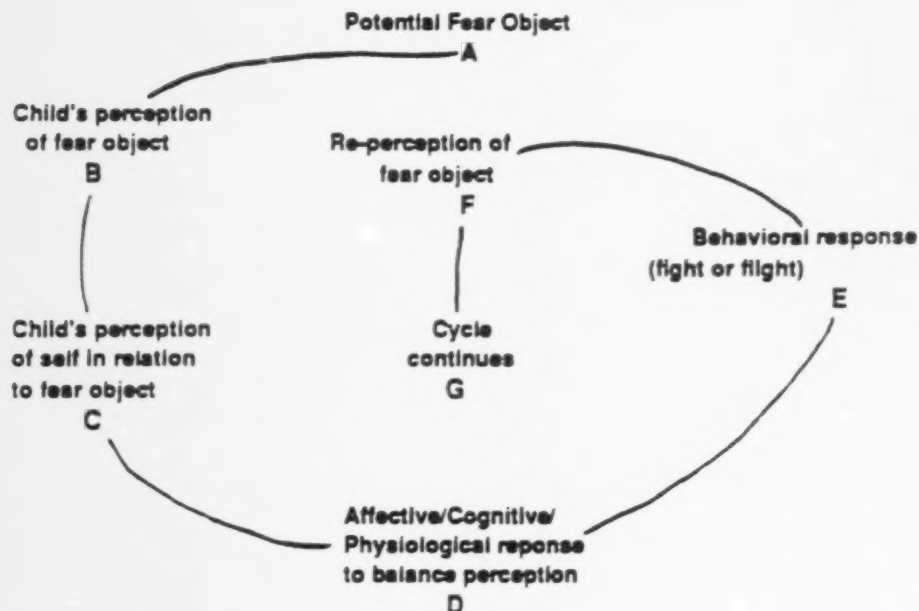
Phobias are a type of fear which is largely irrational and out of proportion to the threat. The focus of a phobia is usually specific, such as the fear of flying or of heights, yet the source is not necessarily immediately threatening to the victim. Phobias in children are often associated with school.

Anxiety is a feeling of uneasiness or doom whose source is uncertain and vague. The person suffering from anxiety may not be able to pinpoint the cause nor even specify the nature of the doom which the anxiety portends. Nevertheless, the effects of anxiety can be just as debilitating as if the source were real and specific.

Stress can be defined as tension caused by a positive or negative event. It can serve as a warning signal or can lead to problems such as tension headaches, ulcers and other physiological and psychological impairments. Deadlines and overwork, lack of sleep, rapid changes, familial and environmental crises, and culture shock are examples of sources of stress in both children and adults.

The fear cycle in children can be illustrated in the following figure.

Figure 1: Conceptualization of the Fear Cycle



From: Robinson, E.H., Rotter, J.C., Fey, M.A., & Vogel, K.R. (1988).  
COPING WITH FEAR AND STRESS. Unpublished Manuscript.

Figure 3  
Model for Counseling the Fearful Child

| Stage I: Exploration                                                                                                                                                                                               | Stage II: Assessment                                                                                                                                                                                                       | Stage III: Intervention                                                                                                                                                                                                                                         | Stage IV: Evaluation                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Allows child to openly explore feeling, thoughts and behavior regarding self in relation to fear object(s)                                                                                                         | Helps child define the fear in relationship to trauma or disaster and/or current sense of security, self-worth and/or control                                                                                              | Helps the child take appropriate action to deal with fear object(s)                                                                                                                                                                                             | Helps the child assess current relationship of self in relation to fear objects                                       |
| Counselor Seeks To:                                                                                                                                                                                                |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |                                                                                                                       |
| Establish an atmosphere of trust and open communication<br>Validate the child's perceptions as real and appropriate at the current level of experiencing and understanding<br>Provide an opportunity for catharsis | Help the child recognize reactions to traumatic event or disaster<br>Help the child recognize sense of security, self-worth, control<br>Gently guide the child toward recognition of relationship of self with fear object | Help the child develop specific strategies in coping with fear object(s) and/or<br>Help the child increase sense of security and/or<br>Help the child increase sense of self-worth and/or<br>Help the child increase sense of control                           | Validate child's ability to cope with fear object(s)<br>Validate child's sense of security, self-worth and/or control |
| Techniques Utilized:                                                                                                                                                                                               |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |                                                                                                                       |
| Empathic listening and responding<br>Appropriate self disclosure<br>Bible counseling<br>Mutual story telling<br>Affection<br>Play, art, storytelling, etc.                                                         | Continued empathic responding<br>Added specificity in responding<br>Role play<br>Role reversal<br>Play, art, storytelling, etc.                                                                                            | Relaxation training<br>Systematic Desensitization<br>Guided imagery<br>Interpersonal communication skills training<br>Decision making problem solving skills<br>Life skills training group<br>Creating success experiences<br>Bible counseling<br>Encouragement | Role play<br>Role rehearsal<br>Role reversal<br>Direct observation<br>Indirect observation<br>Self report             |
| Procedural Goal                                                                                                                                                                                                    |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |                                                                                                                       |
| Self-exploration                                                                                                                                                                                                   | Self Understanding                                                                                                                                                                                                         | Action directed toward dealing with fear object or increasing sense of security, self-worth control                                                                                                                                                             | Evaluation of interaction scheme                                                                                      |

Source: Croak, & Know, 1971; Ilg & Ames, 1955; Jersild & Holmes, 1935; Kellerman, 1981;

## Normative Data on Children's Fears

| Age         | Fears                                                                                                                 |
|-------------|-----------------------------------------------------------------------------------------------------------------------|
| 0-6 months  | Loss of support, loud noises, sudden movement                                                                         |
| 7-12 months | Strangers, sudden appearance of large objects, loud noises                                                            |
| 1 year      | Separation from parent, strangers, injury, toilet                                                                     |
| 2 years     | Large animals, dark rooms, large objects and machines, loud noises, sudden changes in personal environment            |
| 3 years     | Dark rooms, masks, large animals, snakes, separation from parent                                                      |
| 4 years     | Dark rooms, noise at night, large animals, snakes, separation from parent                                             |
| 5 years     | Wild animals, bodily injury, dark, bad people, separation from parent                                                 |
| 6 years     | Ghosts, monsters, witches, dark, storms, being alone, thunder and lightning                                           |
| 7 years     | Dark, monsters, storms, being lost, kidnapping, being alone                                                           |
| 8 years     | Dark, people (kidnapper, robber, mugger), guns/weapons, being alone, animals                                          |
| 9 years     | Dark, lost, bad dreams, bodily harm/accident, being alone                                                             |
| 10 years    | Dark, people, bad dreams, punishment, strangers                                                                       |
| 11 years    | Dark, being alone, bad dreams, being hurt by someone, being sick, tests, grades                                       |
| 12 years    | Dark, punishment (being in trouble, bad grades), being alone, being hurt or taken away, tests, grades                 |
| 13 years    | Crime in general, being hurt or kidnapped, being alone, war in general and nuclear war, bad grades, tests, punishment |
| 14 years+   | Failure at school, personal relations, war, tests, sex issues (pregnancy, AIDS), being alone, family concerns         |

Source: Croak & Know, 1971; Ilg & Ames, 1955; Jersild & Holmes, 1935; Kellerman, 1981; Maurer, 1965; Morris & Krotochwell, 1983; Robinson, Robinson, & Whetsell, 1988.

## **The Foundations for Successful Coping**

Children who have confidence in their ability to master and control events and challenges in their lives are less vulnerable to fear. These children have a sense of personal power. In contrast, a child who feels helpless in the face of danger is vulnerable to fears.

Children's perception of their power will influence their decision to fight to overcome the fear object or try to escape the fear object through flight. Children's sense of power in relationship to their environment and their ability to accurately assess the power of the fear object is central to learning to cope with fear. A realistic or unrealistic assessment of one's personal power with regard to a fear object can mean the difference between successful coping behaviors or a feeling of helplessness.

Power can be seen not only as an internal force, but also as external—the allies that the child has to bring to bear on the fear object. These allies can be parents, teachers, peers or anyone with whom the child has built a supportive relationship.

Related to power are three important constructs: self-worth, security and control. These concepts are explained in more detail below.

### **Self-Worth**

Children who feel good about themselves, hold themselves in high esteem, and experience success in meeting normal developmental tasks have well developed concepts of self-worth. Based on this success identity, they are more likely to have the confidence needed to explore and attempt new strategies to overcome fears. A child with a positive sense of self-worth will perceive a move to a new school as an opportunity to meet new friends and experience new challenges.

### **Security**

Children who have adults in their lives who care for and encourage them develop a sense of security. Because they have allies on whom they can count, they are able to build supportive interpersonal relationships with peers and adults. Children who are secure have little difficulty reaching out to others when faced with new situations and changes in their lives.

### **Control**

Children who have been given some autonomy in decision making learn they have a degree of control over their lives. They learn to assess their strengths and weaknesses and accept that coping with dilemmas in life is a natural part of growing up. Faced with a potentially daunting situation, such as shopping in an open air market, children with a sense of control enter with confidence that they can succeed in mastering a new environment.

## **Implications for the Educator**

This concept of the relationship between personal power in the face of one's normal fears and one's estimate of self-worth, security and control has important implications for the educator in helping children cope with normal fears as well as helping children whose over-reaction to fear is self-defeating and impeding normal growth and development. An understanding teacher can make a significant difference in the ability of children to cope with normal fears or a

specific crisis evoking a fear response. It is important, then, that the teacher first be aware of those common fears that children experience at each stage of development as well as those fears which may be magnified by the overseas school setting.

## **Signs of Fear and Stress**

The signs or symptoms of stress that children manifest are clues to teachers about the children's ability to cope with a specific fear or general anxiety. Some of these signs are obvious while others are covert and require some investigation. As educators, we should be aware of the signs of fear and stress in our students, preferably before the crisis stage is reached. As in most things, prevention is more sensible than remediation.

As a part of this project, overseas school teachers in Africa were asked to identify the outward signs of fears and stress in their students. The respondents generated an enormous number of signs which can be categorized into eight groups. Following is a summary of these findings:

**Physical Manifestations:** Illnesses (real or imagined), head and stomach aches, frequent urination, tiredness, loss of weight, aches and pains, profuse sweating.

**Emotional Reactions:** Crying, sensitivity, stammering, "hair trigger" responses, irritability, excess giggling, easily startled, sudden changes of expression, general unrest.

**Work Habits:** Poor presentation of work, doodling, daydreaming, frequent absence, disorganization, cheating, sleeping in class, not staying on task, lack of concentration.

**Nervous Manifestations:** Ticks, nail biting, blinking, hair chewing, sucking fingers, fidgeting, rocking motions, chewing clothing.

**Misbehavior and Aggression:** Violence, breaking pencils, loss of temper, striking out, bad language, violent drawings, quarreling, uncontrollable rage, bullying, destructiveness, theft.

**Attention Seeking:** Immature behavior, seeking approval, demands for attention, making up bizarre stories, continuous questioning, clinging to teacher, acting out, faking injuries.

**Self-destructive Tendencies:** Suicide threats, suicide attempts, not caring what happens, self-denigration, alcohol and/or drug abuse.

## **The Role of the Teacher**

Children who are preoccupied with the stressors or fears they are attempting to cope with are not fully engaged in learning. Therefore, the role of the teacher is to find ways to integrate activities and resources into the classroom that will help all children cope with fears and stress. A developmental approach is the optimal way of helping children develop coping behaviors to interact with fears and stressors of their environment in a positive way so as to enhance growth. A developmental approach considers the nature of child development, the tasks to be accomplished, and the skills needed for continued growth.

Assessing the school environment to identify sources of fears and stress that can be eliminated or modified is an important place to begin. Then, activities can be incorporated into the curriculum which enhance students' feelings of self-worth, security and control.

For example, activities which help students learn more about their own interests and personal strengths can enhance self-confidence and feelings of self-worth. Security can be increased with activities which facilitate the development of communication skills and positive interpersonal relationships with peers and adults. Problem solving skills and strategies that enhance decision making can increase children's sense of control in coping with the normal demands of fears and stressors in their environment.

### **Coping Through Self Expression**

Specific opportunities to explore and express the fears of childhood in a supportive setting help the child learn to cope. Expression itself can provide a release for much of the tensions brought on by stress and fear. Children are often reluctant to admit to fears because our culture teaches them that they are supposed to be brave. This "fear of admitting fear" can be overcome through capitalizing on the teachable moments as they arise and providing many varied opportunities and activities for children to express their fears openly and in a non-judgmental atmosphere. In addition, being aware of unspoken fears and giving children the opportunity to reveal their concerns may reduce the potential for a traumatic experience and avoid the development of more intense fear.

Sometimes the immediacy of a crisis incident or the over-reaction of a particular child to a specific fear requires direct intervention. A fear may be disabling to the point of impeding the normal growth and development of the child. As a professional in the school setting, listening may be the most valuable service one can perform. Allowing students to unlock their feelings and articulate their fears is the beginning of helping children assess their own levels of security, control and self-worth.

Working in concert with the child's family and eliciting the support of other school professionals are further ways of offering direct help to the child. The teacher is often in the best position to notice aberrant behavior on the part of the child which may signal the need for intervention. Teachers can then make the proper referral to the school counselor, if one is available.

If no counseling professionals are on staff at the school, it would behoove teachers and the school administration to make an assessment of the mental health facilities within the community. Being familiar with the resources of the local community can be of vital importance in assisting the child and the family.

**FEAR**

**SPECIFIC**

**ACTIVITIES**

Art, Science  
Language Arts

Grades: K-2  
Size: Full Class  
Time: 60-90  
minutes

Fear Specific:  
The Dark

## Shadows

**Purpose:** To help children cope with the fear of the dark by exploring the physical nature of shadows, the fears they feel, and how they can cope with those nighttime fears.

**Outcomes:** The students will be able to:

1. explain the physical origin of shadows;
2. generate descriptive words about shadows;
3. create their own drawings or paintings of shadows;
4. identify ways of coping with shadow-related fears.

**Materials:**

1. Overhead or filmstrip projector (or flashlight)
2. Screen (or blank wall)
3. Large sheet of paper (or chalkboard)
4. White drawing paper
5. Black crayons or black paint and brushes

**Procedure:**

1. Using an overhead or filmstrip projector, have the children create shadows with their fingers and other objects, projecting them on a screen or wall, and discuss how shadows are made.
2. As a group activity, write on a large sheet of paper (or chalkboard) the words children use to describe the shadows and how they feel when they see shadows at night.
3. Provide materials for the children to draw or paint a shadow on a piece of white drawing paper.
4. As a group, encourage individuals to talk about their shadow pictures. Ask them what they do at night when they see shadows. Discuss with them what they might do the next time they see a shadow at night.

### Coping strategy suggestions:

- a. *Turn a light on to make the shadow go away.*
- b. *Tell yourself its only a shadow.*
- c. *Get reassurance from a sibling or parent.*
- d. *Turn on light to make your own shadows.*

Fear Specific

Imaginary  
creatures

## Puppets: Ghosts, Goblins and Monsters

**Purpose:** To help children cope with the fear of imaginary creatures by transforming their own versions of nightmares or monsters into paper string puppets.

**Outcomes:** The students will be able to:

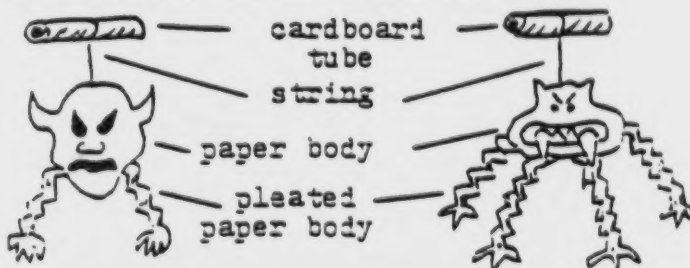
1. Create their own puppet version of an imaginary creature;
2. Share their nightmares with other students through puppetry;
3. Identify what the children in the story or song do to cope with their fears;
4. Discuss what they can do when they have a nightmare or feel threatened by frightening creatures in the dark.

**Materials:**

1. Book: There's a Nightmare in My Closet by Mercer Mayer.  
or  
Song: "It Was All a Dream" on the album Tickly Toddle by Hap Palmer.
2. Construction paper
3. Glue
4. String
5. Cardboard tube

**Procedure:**

1. Read the story to the class or play and sing the song and discuss the coping behaviors of the characters.
2. Give the students an opportunity to share their experiences with nightmares or imaginary creatures.
3. Provide them with materials and instructions to make their own paper string puppet versions of nightmares or monsters. (See picture below).
4. Allow children to interact with each other. Encourage them to provide voices for their puppets.
5. As closure to the activity, discuss with the children what they can do when they have nightmares or when they think there is a monster in the room.



**Coping strategy suggestions:**

- a. Get reassurance from a parent or a sibling.
- b. Turn on the light and examine the room.
- c. Surround themselves with their own stuffed animals and playthings
- d. For nightmares, get a drink of water and reassure themselves that it was only a dream.

Science, Art  
Social Studies  
Language Arts

Grades: K-2  
Size: Full Class  
Time: 180  
minutes  
(several  
classes)

Fear Specific  
Strangers  
New Places

## Fantasy Trip

**Purpose:** To help children explore feelings associated with unfamiliar people and places and to realize what we can do to make unfamiliar things more familiar.

**Outcomes:** The students will be able to:

1. Identify situations and people that may be strange or unfamiliar;
2. Create an imaginary world;
3. Identify familiar and unfamiliar people and things on the school campus;
4. Discuss the people and things that were strange and are now familiar and

comfortable.

**Materials:**

1. Book: Where the Wild Things Are by Maurice Sendak.
2. Clay
3. Boxes
4. Paper
5. Paint
6. Portable tape recorder
7. Blank audio tape

**Procedure:**

1. Introduce and read the book, Where the Wild Things Are. Discuss Max's trip to an imaginary world and the strange creatures he found there.

2. Expand the discussion by asking the students to talk about:

- a. if they'd like to travel in space;
- b. if they wonder what other worlds and the people who live there might be

like;

- c. what it would be like to be a tiny bug or giant in the world;
- d. what it would be like to be on the bottom of the ocean and what kinds of life

would be found there.

3. Have the children make a model of an imaginary world. They could use clay, boxes, paper and paint to create a world different from ours. They could describe people and animals that live there—what they eat, where and how they live, and so on. Allow time to share and discuss their world.

4. Take a walk around the school campus. Look for familiar and unfamiliar people, places and things. When an unfamiliar person, place or thing is encountered, examine, explain or introduce the students to the unfamiliar thing in order to familiarize them with it. Tape record what the children think and feel about what they see. Listen to the recording in the classroom and discuss how unfamiliar things become familiar.

Language Arts

Grades: K-2  
Size: Full class

Fear Specific:

Any fear

Time: 30  
minutes

## Using Children's Literature

**Purpose:** To help children realize that others share the same fears and to help them cope with their fears.

**Outcomes:** The students will be able to:

1. Identify the character's fear after listening to the story;
2. Discuss their own experiences with this fear;
3. Identify ways the character coped with his/her fear;
4. Generate ways of coping with this fear the next time it is encountered.

**Materials:**

1. A story selected from the *Children's Fears Bibliography* (see *Appendix*) or another story which addresses a childhood fear and in which the character(s) is able to cope with his/her fear.

**Procedure:**

1. Introduce the story and read it to the children. Ask them to listen for what the character(s) is afraid of and what the character(s) does when he/she is afraid.
2. Discuss the story with the children. Ask the children to talk about:
  - a. the character and what the character was afraid of;
  - b. times they have experienced a similar fear;
  - c. how they felt inside when they were afraid;
  - d. what the character did in the story to cope with his/her fear;
  - e. what they do to help themselves when they are afraid;
  - f. what they might do the next time they experience this fear.

*Discussion of the story is the crucial part of this activity. It provides opportunities for students to share how they would feel, think and act in a similar situation and learn how the story character or other peers would cope with the same situation.*

Language Arts,  
Math, Art,  
Social Studies

Grades: 3-5  
Size: Full Class  
Time: 120  
minutes  
(several  
classes)

Fear Specific:  
Moving

## Moving

**Purpose:** To help children express and share the common anxieties and stressors that may accompany moving to a new home.

**Outcomes:** The students will be able to:

1. Identify and discuss the stressors and anxieties experienced by families in moving;
2. Create a mural showing the sequence of events in moving from one home to another;
3. Build models of different kinds of houses used around the world;
4. Use maps to calculate distances between places.

**Materials:**

1. Mural paper
2. Crayons, paint or markers
3. Materials for building house models, such as clay, straws, wooden sticks, sugar cubes, cardboard, glue, etc.

**Procedure**

1. Discuss with the children:
  - a. reasons why families move;
  - b. how a family gets ready for a move;
  - c. problems a family faces when they move;
  - d. various ways furniture and belongings are moved from one place to another;
  - e. the students' experiences with moving;
  - f. how it feels to be in a new neighborhood without any friends;
  - g. what you can do to make friends in a new place;
  - h. how you can help a new child who moves into your area.
3. Students can break up into small groups to work on one of the following activities or the activity's length can be extended so that every student can experience doing each activity.
  - a. **Murals:** Create a mural showing the sequence of events in moving from one home to another (i.e., garage sales, packing, traveling, etc.). Dialogue can be added to the characters shown.
  - b. **Models:** Build models of different kinds of houses used around the world, such as apartment buildings, frame houses, igloos, mud huts, straw houses, stone houses, etc. Have the children create backdrops behind the models, showing the countryside that would be found around the dwellings.
  - c. **Map Math:** Have the students calculate the distances between cities and countries around the world. Have students figure out whose hometown is farthest away from the school and whose hometown is the closest.
  - d. **Hometown Sharing:** Have students give reports on their home countries and hometowns, comparing and contrasting them with where they are living now.
  - e. Be sure to take time to share and discuss projects.

## The Worry Game

**Purpose:** To help children realize that other students share anxieties about being in a new school setting and help them cope with those fears.

**Outcomes:** The students will be able to:

1. Identify some worries associated with being in a new school setting;
2. Make decisions about coping strategies to deal with new school settings.

**Materials:**  
None

**Procedure:**

1. Divide the group into two teams, the Worriers and the Doers. The task of the Worrier team is to suggest things that might go wrong, be scary or cause worry on the first day of school. The task of the Doer team is to suggest solutions to the problems posed by the Worrier team members. If the problem is something for which there is no solution, then the Doers must suggest how a student could make the best of it.
2. Begin the game with the sentence: *"Tomorrow is your first day in a new school."*
3. Have the first Worrier team member make a suggestion of what might go wrong, be scary or cause worry. Collaboration is encouraged.
4. Have the first Doer team member provide a suggestion or decision to overcome the worry. Collaboration is encouraged.
5. If the Doer can make a reasonable suggestion (the teacher can be the judge), then the Doer team gets a point. If not, then the Worrier team gets a point. Continue on until all team members have had a chance to articulate a concern or a solution.
6. If time permits, have the teams switch roles. The team with the most points wins.

## Writing About Fears

**Purpose:** To help children express and share their fears and coping strategies through writing.

**Outcomes:** The students will be able to:

1. Create stories and poetry about fears;
2. Share their stories with their peers;
3. Identify alternate modes of coping with their fears.

**Materials:**

1. Composition paper
2. Pencil or pen

### **Procedure:**

#### **Activity One: Story Starters**

1. Give the students one or all of the following topic sentences to begin short stories:
  - a. "Everybody is afraid sometimes. I remember when..."
  - b. "The scariest place I've ever been was..."
  - c. "I am a furry monster hiding in a child's dark closet. I feel..."

#### **Activity Two: Story Building**

1. Students choose an object or noun and make up a group story about it. The following sequence is an example that could easily lead to a story about haunted houses:
  - a. Student 1: "I see a house."
  - b. Student 2: "The house is red."
  - c. Student 3: "The red house is spooky."
  - d. Student 4: "The spooky red house has spiderwebs in the window."
2. Students can continue with their own story.

#### **Activity Three: Cinquains**

1. A cinquain is a five line poem with a 2 syllable word on the first and last lines and 4, 6 and 8 syllables on the second, third and fourth lines. An example follows:

|                                 |             |
|---------------------------------|-------------|
| Nighttime                       | 2 syllables |
| Monsters, scary                 | 4 syllables |
| Hiding, jumping, laughing       | 6 syllables |
| Come out in my bedroom at night | 8 syllables |
| Daytime                         | 2 syllables |

After each of these writing activities, allow time to share the stories or poetry and discuss alternate means of coping with the fears expressed in the writing.

Language Arts

Grades: 3-5  
Size: Full class

Fear Specific:

Any fear

Time: 30  
minutes

## Using Children's Literature

**Purpose:** To help children realize that others share the same fears and to help them cope with their fears.

**Outcomes:** The students will be able to:

1. Identify the character's fear after listening to the story;
2. Discuss their own experiences with this fear;
3. Identify ways the character coped with his/her fear;
4. Generate ways of coping with this fear the next time it is encountered.

**Materials:**

1. A story selected from the Children's Fears Bibliography (*see Appendix*) or another story which addresses a childhood fear and in which the character(s) is able to cope with his/her fear.

**Procedure:**

1. Introduce the story and read it to the children. Ask them to listen for what the character(s) is afraid of and what the character(s) does when he/she is afraid.
2. Discuss the story with the children. Ask the children to talk about:
  - a. the character and what the character was afraid of;
  - b. times they have experienced a similar fear;
  - c. how they felt inside when they were afraid;
  - d. what the character did in the story to cope with his/her fear;
  - e. what they do to help themselves when they are afraid;
  - f. what they might do the next time they experience this fear.

*Discussion of the story is the crucial part of this activity. It provides opportunities for students to share how they would feel, think and act in a similar situation and learn how the story character or other peers would cope with the same situation.*

## "Real Life" Fiction Writing

**Purpose:** To help students express and share anxieties and fears they may have experienced living overseas and explore alternative means of coping with them.

**Outcomes:** The students will be able to:

1. Describe in written form a real fearful situation that they have encountered in their lives;
2. Share their experiences with their peers;
3. Fictionalize their real life experiences in short story form;
4. Devise alternative means of coping with fear inducing situations.

**Materials:**

None

**Procedure:**

1. Assign students the task of writing down in detail the most frightening thing that has occurred to them while overseas. Give examples of the kinds of things that may have happened to you or to others that you know about. Have the students discuss their own experiences as a pre-writing activity. The kind of experience may range from running out of gas (petrol) while on safari to losing one's passport at the border or being present during a coup attempt.
2. Share the real life stories with classmates the next day. Have students read their stories and ask questions of them to obtain further details. Allow enough time for all the students to share their stories.
3. Choose one real life story and, as a class, try to fictionalize the account as a model, following these steps:
  - a. Make up names for the characters, describe what they look like, how they talk, where they are from, how old they are, etc. Decide on a point of view from which the story will be told.
  - b. Describe the setting in detail, the time of year, the climate, etc.
  - c. Explore plot alternatives, embellishing the story imaginatively with fictionalized details. Explore different resolutions of the problems encountered and choose the best solution.
4. Break the class into groups of 3 or 4 and have the group members brainstorm fictionalizations of each others' stories, following the model outlined above. Encourage group efforts to create exciting story lines.
5. Have each student write his own short story based on the fictionalized account of a real fearful event in his/her life.
6. Share the short stories with the entire class, either by duplicating and distributing them or having each student read his/hers to the class.

Language Arts

Fear Specific  
Any fear

Grades: 6-8  
Size: Full Class  
Time: 50  
minutes

## What Ifs...?

**Purpose:** To help students understand the sources of anxiety and stress and generate ways to cope with setbacks and failures.

**Outcomes:** The students will be able to:

1. Identify situations that may be sources of anxiety and stress;
2. Examine and describe a time when they tried something and failed;
3. Examine and describe a time when they were frightened, but took action and

succeeded;

4. Discuss what they learned about trying, failing and coping with similar situations.

**Materials:**

1. Chalkboard or large sheet of newsprint
2. Marker
3. Worksheet: "Risky Business"

**Procedure:**

1. Write the following questions on the chalkboard or newsprint:
  - a. *What if I don't have anyone to eat lunch with?*
  - b. *What if I flunk the test?*
  - c. *What if I can't do the math homework?*
  - d. *What if I don't get any A's?*
  - e. *What if I...?*
2. Examine the "What if..." questions. Discuss how it is impossible to achieve our goals all the time without some setbacks and how sometimes we fall short of our expectations and have to muster the courage to start again.
3. Brainstorm other "What if..." problems/challenges. Record them on the board or newsprint.
4. Have each student individually complete the worksheet, "Risky Business."
5. Allow time to discuss generally situations that make one hesitate to act and some of the students' experiences in failing and succeeding in achieving their goals.

## Risky Business

1. Describe a time when you decided that you'd rather do nothing than risk failure.

2. Describe a time when you took action, even though you were scared, and succeeded.

3. Describe a time when you tried something and failed. What did you learn from the experience?

4. What have you learned in general about trying, failing and gaining courage to try again?

**Social Studies**

**Fear Specific:**  
New School

**Grades:** 6-8  
**Size:** Full Class  
**Time:** 30  
minutes

## **The Worry Game**

**Purpose:** To help children realize that other students share anxieties about being in a new school setting and help them cope with those fears.

**Outcomes:** The students will be able to:

1. Identify some worries associated with being in a new school setting;
2. Make decisions about coping strategies to deal with new school settings.

**Materials:**  
None

**Procedure:**

1. Divide the group into two teams, the Worriers and the Doers. The task of the Worrier team is to suggest things that might go wrong, be scary or cause worry on the first day of school. The task of the Doer team is to suggest solutions to the problems posed by the Worrier team members. If the problem is something for which there is no solution, then the Doers must suggest how a student could make the best of it.
2. Begin the game with the sentence: *"Tomorrow is your first day in a new school."*
3. Have the first Worrier team member make a suggestion of what might go wrong, be scary or cause worry. Collaboration is encouraged.
4. Have the first Doer team member provide a suggestion or decision to overcome the worry. Collaboration is encouraged.
5. If the Doer can make a reasonable suggestion (the teacher can be the judge), then the Doer team gets a point. If not, then the Worrier team gets a point. Continue on until all team members have had a chance to articulate a concern or a solution.
6. If time permits, have the teams switch roles. The team with the most points wins.

Language Arts

Fear Specific:

Any fear

Grades: 6-8

Size: Full class

Time: 30  
minutes

## Using Children's Literature

**Purpose:** To help children realize that others share the same fears and to help them cope with their fears.

**Outcomes:** The students will be able to:

1. Identify the character's fear after reading stories or books;
2. Discuss their own experiences with this fear;
3. Identify ways the character coped with his/her fear;
4. Generate ways of coping with this fear the next time it is encountered.

**Materials:**

1. A story or book selected from the Children's Fears Bibliography (*see Appendix*) or another story which addresses a childhood fear and in which the character(s) is able to cope with his/her fear.

**Procedure:**

1. Allow students to choose a story, book or chapter in a book which deals with a specific fearful situation. Ask them to notice what the character(s) is afraid of and what the character(s) does when he/she is afraid.
2. Discuss the story with the students. Ask the students to talk about:
  - a. the character and what the character was afraid of;
  - b. times they have experienced a similar fear;
  - c. how they felt inside when they were afraid;
  - d. what the character did in the story to cope with his/her fear;
  - e. what they do to help themselves when they are afraid;
  - f. what they might do the next time they experience this fear.

*Discussion of the stories or books is the crucial part of this activity. It provides opportunities for students to share how they would feel, think and act in a similar situation and learn how the story character or other peers would cope with the same situation.*

**FEAR**

**PREVENTION**

**ACTIVITIES**

Closure activity for  
any area of curriculum

Grades: K-8  
Size: Full class  
Individual  
Time: 15 min.

Prevention:  
Self-worth

## Success A Day

Purpose: To help students feel more self-confident by recognizing their daily achievements.

Outcomes: The students will be able to:

1. Identify one success they experienced that day;
2. Share a success with the class.

Materials:  
None

Procedure:

1. Take 10-15 minutes at the end of a class period or the end of the school day for each student to share one success or achievement he/she experienced that day.
2. If a student finds this difficult at first, or says he/she has had no success, ask other students to think of a success or accomplishment they witnessed the student achieve. The teacher should also be aware of students' successes during the day.
3. A variation of this activity is to have each student share with the class one thing he/she feels he/she learned that day.

Idea from: Canfield, J. & Wells, H. C. (1976). 100 Ways to Enhance  
Self-concept in the Classroom. Englewood Cliffs, N.J.: Prentice-Hall, Inc.

Any area

Prevention:

Control

Security

Self-worth

Grades: K-8

Size: Full Class

Time: 20-40  
minutes

## Classroom Meetings

**Purpose:** To enhance communication between students and teacher, promote problem solving skills and encourage students to take responsibility for planning classroom goals and activities.

**Outcomes:** The students will be able to:

1. Identify the purpose of holding class meetings;
2. List rules and procedures for conducting class meetings;
3. Participate in a class meeting.

**Materials:**

None

**Procedure:**

1. Class meetings are opportunities for students to work cooperatively to plan and make decisions about classroom rules and activities and solve problems that arise within the class.
2. Discuss the concept of class meetings with the students. Decide what the purpose of the class meetings will be and what topics will be discussed.

**Examples:**

*Field trip ideas*

*Classroom chores*

*Rules and consequences for classroom behavior*

*Playground problems*

*Ideas for projects*

3. Suggested guidelines for class meetings:

- a. Each member should have an equal vote;
- b. A chairperson and recorder should preside at each meeting;
- c. A definite day or time each week should be set;
- d. A person must raise one's hand to be recognized by the chairperson;
- e. Only those things that are the business of the class should be topics for discussion;
- f. An agenda box can be setup for students to provide written agenda items;
- g. Decisions are binding, and any alternatives or changes must wait until the next meeting.

4. Suggested procedure for class meetings:

- a. Chairperson calls the meeting to order;
- b. Read rules of the meeting and decisions from the previous meeting;
- c. Discuss any unfinished business;
- d. Discuss only agenda items;
- e. Take a vote and let the majority rule.

Prevention:  
Security  
Control

## Brainstorming

**Purpose:** To help students develop critical thinking skills and recognize that there are many solutions to a situation or many ways of doing the same thing.

**Outcomes:** The students will be able to:

1. Generate many solutions or ideas for the same situation;
2. Recognize that different people approach a situation in a variety of ways.

**Materials:**

1. Clock or watch with second hand
2. Chart or board

**Procedure:**

1. Explain to the students that there are many ways of doing the same thing. In this activity, you would like them to suggest as many solutions to a situation as possible within the time limit set. Tell them that thinking of as many things as possible in a certain period of time is called "Brainstorming."
2. Allow about 3-4 minutes for each topic. Select two or three topics from the suggestions below. (The remaining topics may be used for a second lesson on brainstorming or later as readiness exercises for other problem-solving activities).
3. The rules for brainstorming are quite simple:

—Students are to suggest (in an orderly fashion) as many solutions to the problem as they can come up with during the time set aside for suggestions.

—During the suggestions phase, students may not comment on the quality or feasibility of the solutions. The goal is to get as many ideas out as possible.

—Record the solutions suggested on a board or chart. Model an accepting attitude and resist any efforts on the part of students to "put down" someone else's ideas. Comment on the number of ideas and creativity shown by the students.

### Suggested topics for Brainstorming

- a. How can you make friends with a new person at school?
- b. How can you decide who will be first in a game?
- c. How can you help your teacher?
- d. How can you show your mother or father you love him/her?
- e. What can you do to entertain yourself if you are home alone?
- f. What can you do during a frightening thunderstorm?
- h. What can you do if you get lost?
- i. What can you do if you are near a dog or other animal you are afraid of?

Language Arts  
Music

Prevention:  
Security  
Control

Grades: K-2  
Size: Full Class  
Groups  
Time: 30-40  
minutes

## Feelings Ensemble

**Purpose:** To help students identify their feelings and how they communicate them to other people.

**Outcomes:** The students will be able to:

1. Name some feeling words;
2. Listen to a poem and identify feeling words;
3. Create a musical composition with rhythm instruments that expresses a feeling;
4. Describe times when they feel the feelings expressed in the music.

**Materials:**

1. Rhythm instruments (self-made or purchased)
2. Chart or chalkboard
3. Poem "It's All Right to Cry" (attached)

**Procedures:**

1. Introduce the word "feelings" and ask the students to name some feelings and record their responses on a chart or blackboard.
2. Tell the students you are going to read a poem, and you would like them to listen for the feelings in the poem.
3. Read the poem "It's All Right to Cry" once or twice. Record any additional feelings mentioned on the chart or board.
4. Divide the students into groups of 4 or 5 and give each member of the group a different instrument. Explain that you will secretly give each group a feeling word and they can make up a short song to express that feeling. The other groups will guess which feeling is being expressed by each group's performance. The song need only be 30 seconds to a minute long. The following feeling words lend themselves to this activity:

*afraid*  
*sad*  
*lonely*

*happy*  
*excited*

*angry*  
*nervous*

5. As each feeling composition is guessed, ask the students to tell about times when they feel that way.

Idea from: Bowman, R. P. (1987). *Approaches for counseling children through music*. Elementary School Guidance & Counseling, 21(4), 284, 289.

## It's All Right to Cry

It's all right to cry  
Crying gets the sad out of you.  
It's all right to cry  
It might make you feel better.

Raindrops from your eyes  
Washing all the mad out of you.  
Raindrops from you eyes  
It might make you feel better.

It's all right to feel things  
Though the feelings may be strange.  
Feelings are such real things  
And they change and change and change.  
Sad and grumpy,  
Down in the dumpy,  
Snuggly huggly  
Mean and ugly  
Sloppy slappy  
Hoppy happy  
Change and change and change...

It's all right to know  
Feelings come and go,  
And it's all right to cry  
It might make you feel better

*by Carol Hall*

Science, Math  
Social Studies  
Language Arts

Grades: K-2  
Size: Full class  
Individual  
Time: 60 min.

Prevention:  
Self-worth

## How I've Grown

**Purpose:** To help students increase their awareness that they are unique because of their different interests and physical abilities.

**Outcomes:** The students will be able to:

1. Identify ways they have changed and grown;
2. Name likenesses and differences between themselves and others;
3. Identify how their interests have changed;
4. Match each picture with the correct name.

**Materials:**

1. Bulletin Board
2. Photograph of each student at a younger age
3. Yarn
4. Push pins
5. Scrapbook (optional)
6. Name cards

**Procedure:**

1. Ask the children to bring an earlier childhood picture (photo) of themselves and a current picture (This could be taken at school by the children or an adult).
2. Prepare a bulletin board entitled "How I've Grown." Under the current picture, place a name card with a length of colorful yarn. Place early childhood pictures randomly on the bulletin board. Be sure children's names are on the back of their pictures.
3. Give the children an opportunity to view the pictures and match them (younger with present day) using the yarn.
4. Discuss what they observed and how they changed:
  - a. What differences among each other do you see?
  - b. What likenesses among each other do you see?
  - c. How have you changed from your earlier picture to now?
  - d. What did you like to do at that younger age?
  - e. What do you like to do now?

*Optional: If this activity is done early in the year, the pictures can be placed in a scrapbook (one child's picture per page.) Late in the year, take pictures again and make comparisons. A short story could be written about how they have changed.*

Social Studies,  
Language Arts,  
Reading, Art

Prevention:  
Security  
Control

Grades: K-2  
Size: Full Class,  
group, or  
individual  
Time: 60-90  
minutes

## Workers in the Dark

**Purpose:** To help children gain a sense of security and control by realizing that many adults perform their jobs at night or in the dark.

**Outcomes:** The students will be able to:

1. Identify jobs that people perform in the dark or at night;
2. Demonstrate through role playing how people who work in the dark perform their jobs;
3. Draw a picture of symbols of jobs that people perform in the dark;
4. Match the symbol with the name of the job to which it corresponds.

**Materials:**

1. Heavy weight drawing paper, 5.5 X 8 inch.
2. Crayons or markers

**Procedure:**

1. Introduce the activity by asking the children to name their parents' jobs. Ask if they can think of jobs that people perform at night or in the dark. Some possibilities:

*photography processor*  
*firefighter*  
*night security*  
*astronaut*  
*paramedics*

*mine*  
*deep sea diver*  
*police*  
*astronomer*  
*doctors/nurses*

2. Locate (or have the children locate) books in the library about jobs that are performed in the dark or at night. Read to the children (or have them read in small groups) to find out more about those jobs. Discuss the environment they work in and why it is necessary for them to work in the dark.
3. Give each child an opportunity to role play one of the jobs discussed and let the other students guess which job is being acted out.
4. Provide paper and crayons or markers. Ask the students to draw a picture or symbol of the jobs discussed. Try to make sure each job is represented by a symbol or picture.

Example:

Police



Firefighter

Miner



5. Print (or have the students print) the name of each job on another 5.5 X 8 heavy piece of paper. Use the pictures and job names to play a matching game like concentration. Place all cards face down. Taking turns, turn two over at a time. If they match, that student keeps the cards. If they don't match, they are turned back over in their place. This last activity can be used for individual or small group reinforcement.

Language Arts,  
Social Studies,  
Science, Art

Grades: K-2  
Size: Full Class  
Time: 90-120  
minutes

Prevention:  
Security  
Self-worth

## Family Pictures

**Purpose:** To help the students recognize that people are organized into families and that each family is unique.

**Outcomes:** The students will be able to:

1. Name a variety of living things;
2. Classify the living things into groups or categories;
3. Draw a picture of their own family and label each member;
4. Discuss an activity that their family does together.

**Materials:**

1. Magazines that include as many different pictures as possible of people, animals and plants
2. Drawing paper
3. Crayons, markers or paint
4. Chalkboard or chart
5. Scissors
6. Glue

**Procedure:**

1. Discuss the meaning of the term "alive" with the children. Ask the students to name living things and list them on the board.
2. Provide magazines and ask the children to cut out pictures of many different living things.
3. Gather the children into a large group or small groups with their pictures. They can form a circle and spread their pictures out in the middle of the circle.
4. Ask the children to look over their pictures and decide if any of the pictures could go together in families. They may first say all the plants should go together in one family and the animals in another. Accept this, but encourage finer classification, such as classifying into dog family, tree family, fish family, human family, etc.
5. Group the pictures according to the family classifications determined. Let each child participate.
6. In small groups, glue each classification or family of pictures on a large enough sheet of paper. Label each family and write one sentence about each one. Display in the room or on a bulletin board.
7. As a follow-up to the above activity, ask the students to draw a picture of their own family, including each member. Ask them or help them to label each member.
8. Gather the children into a group to talk about their family. Suggestions:
  - a. Who is in your family?
  - b. Name something your family does together.
  - c. What are families for?
  - d. Are all the families in the class alike?
  - e. What does your family do for you?
  - f. What do you do for your family?

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**Social Studies,  
Language Arts**

**Grades: K-2  
Size: Full Class  
Time: 20-30  
minutes per visit**

**Prevention:  
Security  
Self-worth**

## **Family Visitors**

**Purpose:** To help the students recognize the importance of their own family and the uniqueness of each family.

**Outcomes:** The students will be able to:

1. Answer questions and communicate with other students about their (own ) family;
2. Identify ways in which families are similar and different;
3. List reasons why families are important.

**Materials:**

1. Long sheet of paper (vertical or horizontal)
2. Marker

**Procedure:**

1. Schedule times throughout the year for each child to invite one or more members of his/her family to visit the classroom and to talk about their family. A suggestion is to send a letter home at the beginning of the year explaining this project.
2. Before a visit, have the students draw up questions that they may wish to ask the visitors to talk about, such as:
  - a. *the family's favorite foods*
  - b. *what the family does for fun*
  - c. *how they share responsibilities*
  - d. *different places they have lived*
3. When a family visits, encourage the student and his/her family member(s) to bring pictures or other items that may represent the family.
4. After each visit, list one or two reasons why families are important on a long paper labeled "WHY FAMILIES ARE IMPORTANT." Examples:

*Families take care of each other*

*Families live together*

*Families have fun together*

*Families celebrate birthdays*

5. The teacher should be sure to schedule a visit by his/her own family.

**Prevention:**

**Security**

**Control**

## Peruvian Worry Dolls

**Purpose:** To reduce the effects of fears and stress through communication and release.

**Outcomes:** The students will be able to:

1. Construct simple dolls of paper or other materials;
2. Verbalize and communicate their fears;
3. Achieve cathartic release of their fears and stress.

**Materials:**

1. Varies according to the complexity of the doll making.

**Procedure:**

1. Among a number of the native peoples of Peru, children make "Worry Dolls"—one for each day of the week. The dolls are usually small, but they can be of any size. In Peru, they are often carved from corn husks or made from burlap, but any material (paper, papier mache, straws, etc.) can be used.
2. A child makes one doll for each day of the week. Each evening the child gets down the doll for that day and tells the doll his or her troubles and worries. Such an activity helps children begin to verbalize those things that cause them stress and fear. The cathartic release of verbalizing one's worries is often therapeutic in and of itself. It allows for reflection and helps the child listen to himself/herself. It is similar to the effects of journal or diary writing.
3. One variation would be to suggest that the children record their talks to the worry dolls and periodically play the tapes back to themselves for their own benefit and reflection.

**Any Area**

**Grades:** 2-6  
**Size:** Full Class  
**Time:** 60 min.

**Prevention:**  
**Self-worth**  
**Security**  
**Control**

## Reducing Test Stress

**Purpose:** To help reduce students' anxiety about taking standardized tests and build their confidence in developing test-taking strategies to assist them.

**Outcomes:** The students will be able to:

1. Identify ways to prepare themselves for taking a test;
2. Role play and practice some test-taking strategies to use during a test;
3. Take tests with less anxiety.

**Materials:**

1. Teacher made sample tests
2. Paper
3. #2 pencils

**Procedure:**

1. Preparing ahead of time to do well on a test includes eating a good breakfast or healthy food, getting a good night's rest, practicing relaxation exercises and bringing materials needed for the test to school.
2. Students can make their own simple graph chart to keep records or check off each way to prepare for a test.
3. Students will feel more secure about taking a test if they practice test-taking strategies that put them in control of the testing situation.
4. Teach the following strategies. Use role playing of each strategy as well as actual practice on teacher made practice tests to reinforce learning of strategies.
  - a. Listen to or read test directions carefully. (The teacher can read directions for the students to follow and provide written directions to read and follow.)
  - b. Make your best guess. Eliminate answers you know are wrong by crossing them out and look for any clues in the remaining answers to help you decide.
  - c. If the test must be completed in a certain amount of time, work at a medium pace and do not spend too much time on one question. Be sure to allow time to answer questions you know.
  - d. If time allows, be sure to double check your answers to make sure nothing is left out.
  - e. Breathe slowly and remain calm throughout the test.
5. The more practice the students experience, the easier it will be for them to use the strategies in a test-taking situation.

Language Arts,  
Science, Art  
Social Studies

Grades: 2-8  
Size: Full Class  
Time: 30 min.

Prevention:

Control

Security

Self-worth

## **Architects**

**Purpose:** To help the students experience working together and communicating with others non-verbally.

**Outcomes:** The students will be able to:

1. Construct a structure using straws or tinker toys within a time limit;
2. Work and cooperate with others in small groups;
3. Communicate non-verbally with other group members;
4. Evaluate their ability to perform outcomes 1, 2 and 3 above.

**Materials:**

1. Tinker toys or straws and tape

**Procedure:**

1. Divide the students into groups of no more than 5 or 6 students. Give each group the same amount of tinker toys or straws and tape. Explain to them that they have 15 minutes to build a structure together. They may not speak to each other, but they may communicate non-verbally.
2. You can give each group a total number of points for following directions, completing a structure and communicating non-verbally and subtract points for verbal communication. Explain this carefully before you begin.
3. When the time limit is up, allow time to evaluate the activity. Discuss the following:
  - a. how they communicated non-verbally;
  - b. if people worked separately or together;
  - c. how they feel about their structure;
  - d. behaviors that get in the way of group cooperation;
  - e. how they worked within the group;
  - f. what contributes to successful team work.

Prevention:  
Self-esteem

## Me Tree

**Purpose:** To enhance students' self-esteem by helping students recognize their talents and how they use them.

**Outcomes:** The students will be able to:

1. Identify and record their talents and abilities;
2. Record specific ways each talent is used;
3. Share and discuss a talent and the way it is used with the rest of the class;
4. Observe that people are different and that each has worthwhile abilities.

**Materials:**

1. "Me Tree" handout
2. Pencil
3. Crayons

**Procedure:**

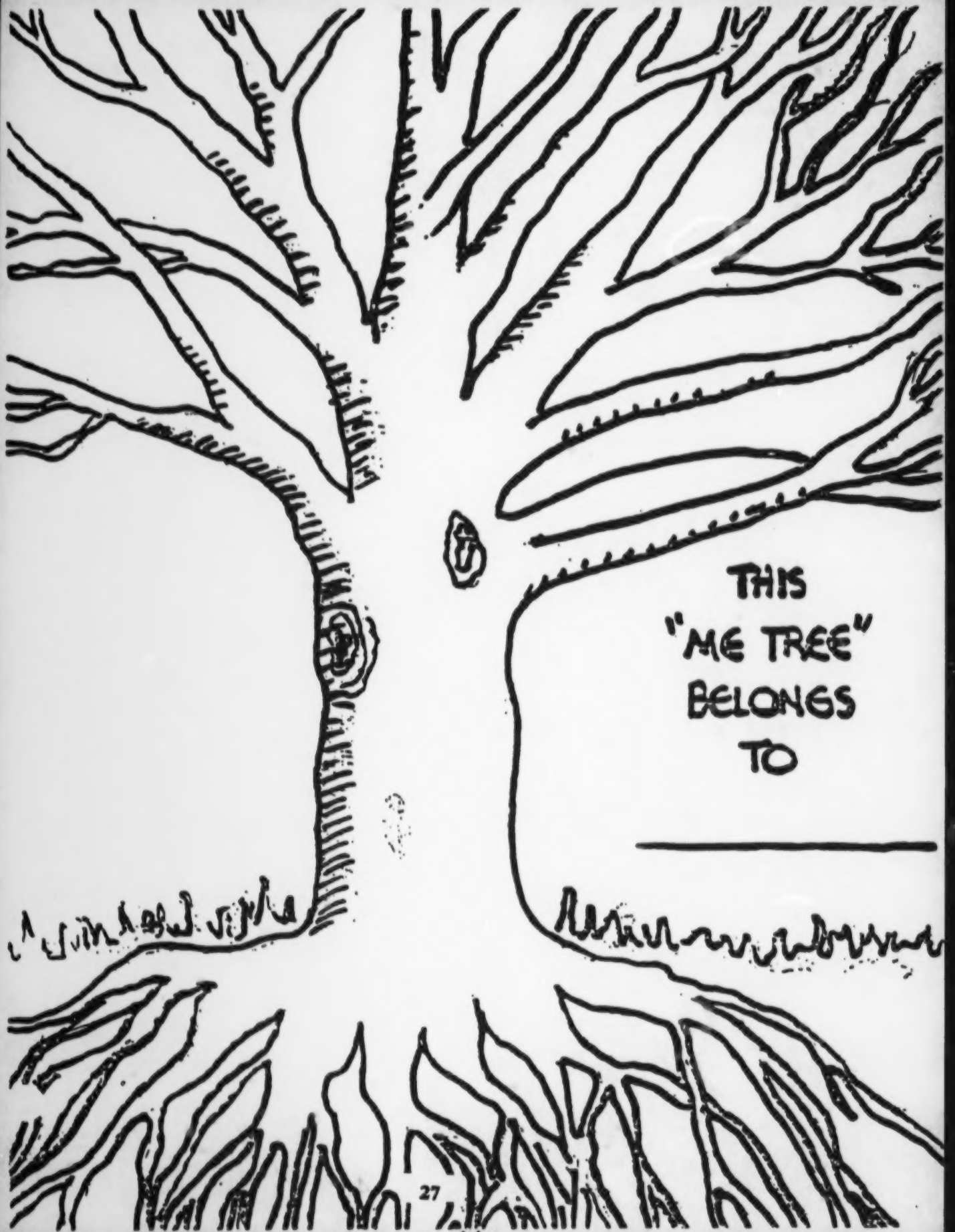
1. Introduce the activity by discussing talents and accomplishments in general. Use examples of talented people.
2. Brainstorm and write a list on the board of talents and how they are used.

Example:

|                        |                                               |
|------------------------|-----------------------------------------------|
| <i>Coordination</i>    | <i>Play baseball</i><br><i>Swim on a team</i> |
| <i>Musical talent</i>  | <i>Play an instrument</i>                     |
| <i>Artistic talent</i> | <i>Draw pictures for others</i>               |

3. Distribute the "Me Tree" handout.
4. Instruct the students to write their talents on the roots and their accomplishments on the branches.
5. Let the students share their "Me Trees" with the group.

Idea from: Lesesne, T. S. (1980). *I'm Special*. Charlotte, N.C.: The Drug Education Center.



THIS  
"ME TREE"  
BELONGS  
TO

\_\_\_\_\_

Handwritten text in a script, possibly representing a name or a phrase.

Handwritten text in a script, possibly representing a name or a phrase.

Prevention:  
Self-worth

## Diamante

**Purpose:** To help increase their awareness that they are unique because of their different interests, abilities and feelings.

**Outcomes:** The students will be able to:

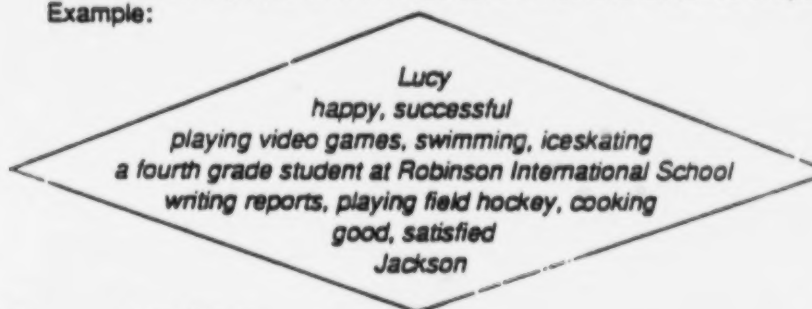
1. Write a diamante describing themselves;
2. Share their diamantes with other students;
3. Illustrate their diamantes;
4. Identify likenesses and differences between themselves and others.

**Materials:**

1. Paper and pencil
2. Drawing paper 12" by 18"
3. Markers or crayons

**Procedures:**

1. A diamante is a poetic form that has seven lines and takes the shape of a diamond.  
Example:



- Line 1: First Name
  - Line 2: Two adjectives that describe how you feel about school
  - Line 3: Three verbs telling what you like to do
  - Line 4: A phrase to connect the other lines (write this one last)
  - Line 5: Three verbs telling what you are good at
  - Line 6: Two adjectives that describe how you feel about yourself
  - Line 7: Last name
2. Give the students an example and teach them the form of a diamante. Providing the student with a form would be helpful. Write a sample diamante with the class.
  3. Allow time for the students to write a diamante about themselves.
  4. When the students have finished writing their diamante, ask them to glue their diamante to one half of a 12 inch by 18 inch drawing paper. Then illustrate a word or phrase from the diamante on the other half of the paper.
  5. Allow time for the students to read their diamantes to the class.

Prevention:  
Security  
Control

## Feeling Masks

**Purpose:** To help students realize that we have many different feelings and recognize how we communicate our feelings to others.

**Outcomes:** The students will be able to:

1. Listen to a poem and identify feeling words;
2. Name a variety of feelings people have;
3. Create a feeling mask;
4. Identify what causes feelings and role play how we act when we feel different ways.

**Materials:**

1. The Poem, "I Have Feelings."
2. Materials for masks: See the following page.

**Procedure:**

1. This activity can be carried out as simply or as involved as the teacher may choose. The main idea is to make feeling masks using paper plates, paper bags or papier mache.
2. Read the poem, "I Have Feelings" to the students. Ask the students to listen for feelings that are mentioned in the poem:

### I Have Feelings

I have feelings and you do too,  
I'd like to share a few with you.  
Sometimes I'm happy and sometimes I'm sad,  
Sometimes I'm scared, and sometimes I'm mad.  
The most important feeling, you see,  
Is that I'm proud of being me.

No one sees the things I see;  
Behind my eyes is only me.  
And no one knows where my feelings begin,  
For there's only me inside my skin.  
No one knows what I can do;  
I'll be me, and you be you.

It's a wonderful thing how everyone owns,  
Just enough skin to cover his bones.  
My dad's would be too big to fit;  
I'd be all wrinkled inside of it.  
Baby sister's would be much too small;  
It wouldn't cover me up at all.  
I feel just right in the skin I wear--  
There's no one like me anywhere.

3. As the students name the feelings they heard or any other feelings people have, write them on a board or chart. Some feeling words that will work well with the mask-making activity are:

happy  
excited  
proud

sad  
afraid

angry  
brave

4. Explain to the students they will be making masks that show these feelings. The type of masks being made will determine the demonstration. The masks can be made individually or by small groups working together.

5. When the masks have been completed, use them with the students in a large group or in small groups to identify the times when we have these feelings, and act out with the mask on what we do when we feel angry, sad, happy, etc.

6. The mask can be used throughout the year, and can also decorate an area of the classroom.

### Masks and Materials

#### A. Paper Plate Masks

Paper plates  
Scissors  
Markers or crayons  
Flat wooden sticks or string

Cut eyes in the plates and use markers or crayons to draw the facial expressions. A stick can be glued to the plate at the bottom to hold the plate to one's face or string can be attached at each side to tie it on.

#### B. Paper Bag Masks

Paper bags (brown or white)  
Scissors  
Markers, crayons or paints

Cut eyes in the bags and use markers, crayons or paints to create the face.

#### C. Papier Mache Masks

Paper (newspaper or newsprint)  
Flour and water paste or glue  
Balloons or some other curved form  
Tempera paint  
Brushes  
Shellack or clear varnish

Tear paper into strips and dip in a flour paste mixture or glue-water mixture (thin, creamy consistency) for a minute or two until soaked. Layer the wet strips over half an inflated balloon or other curved form and build up to a one quarter inch thickness. Let dry completely. Trim edges, cut opening for eyes and use tempera paints to create the facial expression. The masks can be coated with a shellack or clear varnish to preserve them.

**Prevention:**

Control

Security

## Where Do You Stand?

**Purpose:** To help students realize that they do make decisions and recognize some influences over their decision making.

**Outcomes:** The students will be able to:

1. Decide whether to agree, disagree or not take a stand on certain issues;
2. Recognize that people hold different opinions about the same issue;
3. Identify influences that affect their decisions.

**Materials:**

1. Three 5 X 8 cards with the words "AGREE", "DISAGREE" and "NOT SURE" written on them
2. Masking tape

**Procedure:**

1. Introduce the activity by discussing what opinions are and how our opinions influence our decisions. Ask them to think about some of the decisions they made that morning while getting ready for school. Discuss how some decisions are easy to make and some are difficult.
2. Show the students the AGREE, DISAGREE and NOT SURE cards and post them on different walls in the room. Explain to the students that you will read a statement, and they should stand near the card that describes what they decide about the statement. Have them gather in the center of the room.
3. Some suggested statements are:
  - a. *People can be judged by the clothes they wear.*
  - b. *It is easier to receive a compliment than give one.*
  - c. *Girls should be allowed to play any sports.*
  - d. *There is too much violence on TV.*
  - e. *It is hard to believe something when your friends think you are wrong.*
  - f. *School should be more work than fun.*
  - g. *It's not fair to have a birthday party and invite everyone in your class except two or three people.*
4. When the students take their stands, solicit reasons for their decisions from each of the three groups.
5. Discuss the activity with the students using the following questions as a guide:
  - a. *Did you agree with your friends all the time?*
  - b. *Did you hear other people's opinions?*
  - c. *Why were some issues easy to take a stand on and others difficult?*
  - d. *How do we go about making decisions?*
  - e. *What factors influence our decisions?*

Prevention:  
Control  
Security  
Self-worth

## Families at Work

**Purpose:** To help the students realize that families work together to support each other and help them learn to become independent adults.

**Outcomes:** The students will be able to:

1. Identify how the jobs and careers of family members contribute to the family;
2. Name some rewards that a family experiences because of the work family members perform;
3. Identify ways that their work contributes to the good of the family;
4. Recognize similarities and differences in the work their families perform.

**Materials:**  
None

**Procedure:**

1. Schedule times throughout the year for each child to invite one or more members of his/her family to visit the classroom to talk about their career or work. A suggestion is to send a letter home at the beginning of the year explaining this project.
2. Before the first visit, have the students find some information in the library or elsewhere on various jobs/careers. Ask them to think about questions they may want to ask the visitor about his/her job, such as:
  - a. *What is your training?*
  - b. *What are your hours?*
  - c. *What are your responsibilities?*
  - d. *What do you like and not like about your work?*
  - e. *What kind of special equipment do you use?*
3. Encourage the visitors to bring any special equipment, tools, or other items representative of their work. Discuss with the class and visitor(s) how the work they do outside the home contributes to the family. What fun things can the family enjoy because of the jobs that family members have?
4. As a follow-up to any visit, have the children write their own resume listing jobs and work that they perform. Discuss how their work contributes to the family.

## Journal Writing

**Purpose:** To help students build their self-confidence by exploring through writing their thoughts, feelings, successes and failures.

**Outcomes:** The students will be able to:

1. Express in writing personal thoughts and feelings;
2. Identify their strengths and weaknesses;
3. Record personal growth throughout the year.

**Materials:**

1. Standard-sized composition notebook or binder and lined looseleaf paper

**Procedure:**

1. Introduce the journal as similar to a diary. It is a private book of thoughts and feelings. It is not meant to be shared with anyone—not with teachers, parents or other students. Tell the students that sometimes they may want to invite someone to read a page of their journal. Explain that they will be able to write in their journals regularly and as the months go by, it will be interesting to look back in the journal to see how their feelings and thoughts have changed.
2. Encourage students to design appropriate covers, reflecting the interests and talents of each owner.
3. Sample introduction of first first entry:

*"Feelings are sometimes difficult to talk about. They get jumbled up inside of us. Writing about our feelings sometimes helps us understand ourselves better. Let's think for a few minutes about how we feel right now."*

Provide an example such as:

*"Right now, I'm feeling two feelings at once. I'm feeling proud because you did such fine work this morning, and I'm feeling excited about beginning journal writing."*

4. Ask the students to open their journal to the first page, write the date and begin the journal.
5. Explain that journal writing is private writing; it is always done in silence.
6. It is important that the teacher keep a journal and use this time to record his/her entry. The teacher may want to provide journal writing time daily, twice weekly, or once a week.
7. Teachers may want to use some of the suggestions for journal entries on the next page.

Idea from: Chiak, M. K. & Heron, B. J. (1980). *Games Children Should Play*. Glenview, IL: Scott Foresman & Co.

## Additional Suggestions for Journal Entries

### Self-awareness:

I'm feeling \_\_\_\_\_ because I \_\_\_\_\_ and I'd like to \_\_\_\_\_.

I feel angry when \_\_\_\_\_.

I would be happier if \_\_\_\_\_.

I used to be \_\_\_\_\_. Now I \_\_\_\_\_.

I wonder about \_\_\_\_\_.

I worry about \_\_\_\_\_.

I'm glad I \_\_\_\_\_.

I'm sorry I \_\_\_\_\_.

### Self image:

Some things that I like about myself are \_\_\_\_\_.

I'm proud of myself because \_\_\_\_\_.

If I could be anything I wanted to be, I would be \_\_\_\_\_.

I wish I could \_\_\_\_\_.

I can \_\_\_\_\_.

### Goal Setting:

I want to learn \_\_\_\_\_.

Today I made progress in \_\_\_\_\_.

By next month I hope to learn to \_\_\_\_\_.

In ten years I hope to \_\_\_\_\_.

One thing I'd really like to change about myself is \_\_\_\_\_.

I'll start changing by \_\_\_\_\_.

### Journal Reflection:

When I read my journal, I learned that \_\_\_\_\_.

When I read my journal, I remembered \_\_\_\_\_.

Something I noticed about myself when I read my journal is \_\_\_\_\_.

## Senoian Dream Work

**Purpose:** To help students deal with their fears through creative expression.

**Outcomes:** The students will be able to:

1. Recall and relate their dreams to their peers;
2. Create art, stories or plays based on materials from their dreams;
3. Gain support from their peers in dealing with fears expressed in dreams;
4. Cope better with the fears expressed in their dreams.

**Materials:**

1. Drawing paper, colored pencils, pens, paints, writing paper.

**Procedure:**

1. Dreams can be used educationally as material for creative writing, drama and art projects while at the same time providing catharsis for the fears which emerge during our sleeping hours. The following instructions can be read to the class as a beginning to a set of creative activities dealing with dreams:

*"Dreams are important because they give us access to material that is not available while we are awake. At night, when our defenses are down, our emotions express themselves freely and in strange ways. Negative emotions, such as fear, anger and hostility, often leave the greatest impression on us as nightmares. However, the dream world is also a place where positive emotions express themselves, and if we can find ways of understanding this information, it can enrich our waking hours.*

*The Senoi [rhymes with annoy] are a people that live in the Central Malay Peninsula. They believe that dreams are very important, and they are taught from a very young age how to work with their dreams. When they wake up after a dream, they often try to continue the dream in their imagination, talk to some of the characters in their dreams and finish what was left unfinished. If they dream of falling, for example, they imagine that they are falling to some place and that they land safely, and they then look around to see what they can learn from this place. If they dream that a frightening stranger chases them, in their imagination they turn around and confront the stranger and ask the person what he or she wants, or what he or she is trying to tell them.*

*Now I'd like for all of you to get into groups of about three or four, and if you're comfortable talking about some of your dreams, see what you can remember, and perhaps some of you have some of the same experiences in your dreams. Ask yourselves how the dreams made you feel? Perhaps you will want to go in your imagination back to a dream and talk with someone in the dream, or continue the dream and see where it leads."*

2. As extensions of this exercise, have students do some of the following:
  - a. Write a short story using their dream as the starting point;
  - b. Draw a picture or a story board of a dream and its resolution;
  - c. Make a group painting of a dream;
  - d. Make up a skit or short play about one of the group member's dreams.

**Any Content  
Area**

**Prevention:  
Security**

**Grades: 4-8  
Size: Full Class  
Groups  
Time: 30-40  
minutes**

## **Win, Lose, Draw**

**Purpose:** To help the students experience working together as a group.

**Outcomes:** The students will be able to:

1. Communicate with each other verbally and non-verbally to identify a word or phrase;
2. Evaluate what behaviors are needed to work cooperatively in a group.

**Materials:**

1. Vocabulary words or phrases from any content area written on small pieces of paper
2. Chalk board and chalk or chart and marker
3. Clock with second hand or other type of timer

**Procedure:**

1. This game is similar to charades or Pictionary. Divide the class into two teams. Explain to the students that one team member at a time is given a paper with a word or phrase written on it. The team member draws symbols or pictures to give the other members of the team clues about the word. Letters of the alphabet or numbers may not be a part of the drawings, but parts of the word may be written on the board or chart as they are guessed. The person drawing may not speak, but other team members may call out their guesses as they think of them.

2. The time limit is usually 3 minutes, but this may be adjusted to the group. If the team guesses the word or phrase within the time limit, they will receive a point. If not, the other team may make one guess and if correct, they receive a point. Play is alternated between the two teams.

3. After each team has had an equal number of turns, discuss what helped each team to successfully guess the words or phrases. What hindered them?

*This is a good game for introducing or reinforcing vocabulary words.*

Physical Education,  
Social Studies  
Language Arts

Prevention:  
Security  
Control  
Self-worth

Grades: 4-8  
Size: Full Class  
or small  
group  
Time: 5-10  
min. per  
activity

## Cooperative Outdoor Games

**Purpose:** To help students improve their communication and problem solving skills through participation in cooperative games.

**Outcomes:** The students will be able to:

1. Cooperate with other students in small groups to complete a task;
2. Communicate verbally and non-verbally with other students in a small group;
3. Assess a problem, generate possible solutions in a small group and participate in making a group decision;
4. Offer support and encouragement to each other in a small group to complete a task.

**Materials:**

1. Balls (Kick ball size)
2. Small platform or sturdy table

**Procedure:**

The following activities generally require a large open space. Exercise caution to limit the risk of injury during these activities. Describe the nature of the activity to be attempted and provide a demonstration when appropriate. One suggestion for grouping students into smaller groups or pairs is by birthday months.

1. **Lap Ball:** All players sit in a very close circle, shoulder to shoulder, legs stretched straight out in front. The object of the game is to pass the ball from lap to lap around the circle X number of times without using hands. A large group could be divided into two groups to see which group can pass it most quickly.
2. **Pass and Catch:** Have the players line up in two parallel lines, each facing another person, about 10 feet (3 meters) apart. The first person in one line throws the ball to the person directly opposite him or her, then runs to the end of the his/her respective line, and the next person quickly moves up. Repeat the entire line as many times as desired.
3. **All Aboard:** This requires a small platform or sturdy table not quite big enough to accommodate the group. Ask all members to get on the platform and stay on it for 5 seconds.
4. **Stand Up:** With a partner, players sit back to back, arms interlocked at the elbows with knees bent. The object is to stand up. A variation of this activity is to try it with 3, 4 or 5 players.
5. **Python Pentathlon:** All group members are seated on the floor in a line, and each student puts his or her legs around the waist of the person in front. The group is then instructed to move to a pre-determined point.

6. **Knots:** All players stand in a circle, shoulder to shoulder, and then grasp hands, one with each hand. Players are not to grasp the hands of the persons next to them. Then, untie the knot without anyone letting go of the hands that he/she holds. Pivoting of hands without breaking the grasp is permissible.

7. **Four Pointers:** The object is to get the group to move from Point A to Point B with only six supporting points (feet, arms or knees) touching the ground. Distance to be traveled, number of supporting points and number in each group can be varied depending on the size and skill level of the group.

Idea from: Duncan, K., Beck, D. L., & Granum, R. A. (1988). *Project Explore: An Activity-Based Counseling Group*. *The School Counselor*, 35 (3), 215-219.

**Social Studies,  
Art**

**Prevention:  
Self-worth**

**Grades: 6-8  
Size: Full Class  
Time: 60-90  
minutes**

## **African Shield**

**Purpose:** To help students build their self-confidence by identifying significant events, achievements and successes unique to them.

**Outcomes:** The students will be able to:

1. Express in literal drawing or symbols significant events, achievements and successes unique to them;
2. Share with other members of the group a personal success or achievement.

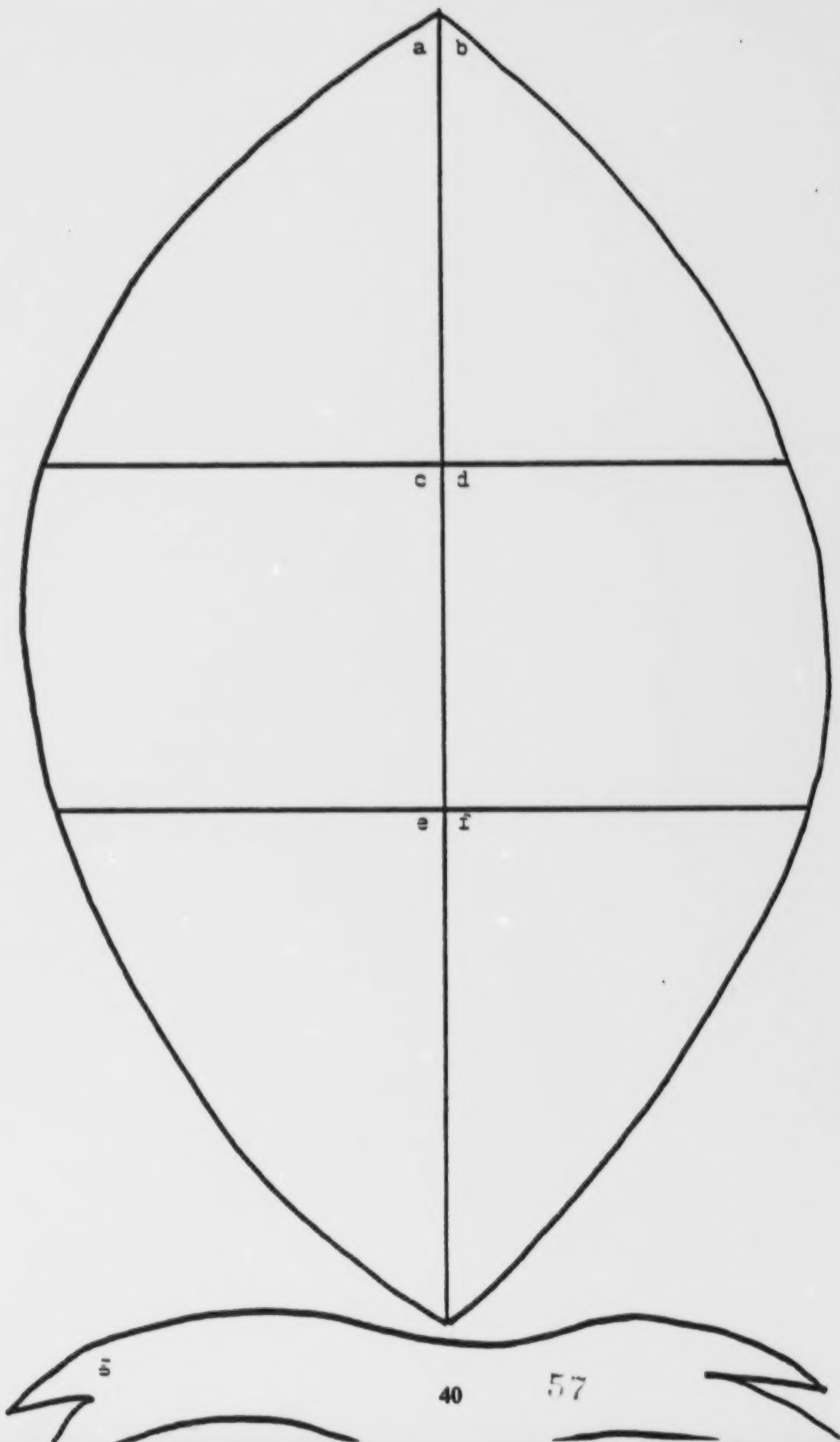
**Materials:**

1. African Shield Handout
2. Crayons, markers or paint

**Procedure:**

1. Introduce the activity and ask the students to create their individual shields by expressing the following events or accomplishments in drawings or symbols:
  - a. The most significant event in your life so far.
  - b. Your greatest achievement in the past year.
  - c. Your happiest moment in the past month.
  - d. Something you are good at.
  - e. Something you are striving to become.
  - f. Something you did well this week.
  - g. If you died today, 3 words you would most like to be said of you.
2. When the students have finished creating their shields, allow time for each student to share one or two areas of their shields with the class or allow them to share their entire shield with a small group of students.

Idea from: Canfield, J. & Wells, H.C. (1976). *100 Ways to Enhance Self-Concept in the Classroom*. Englewood Cliffs, N.J.: Prentice-Hall, Inc.



## Validations

**Purpose:** To help students appreciate the positive qualities of others as well as recognize positive qualities that others see in them.

**Outcomes:** The students will be able to:

1. Identify and write one positive quality for each member of the class;
2. Recognize the positive qualities that others see in them;
3. Construct clear validation statements for each student.

**Materials:**

1. Plain white 8.5 X 11 inch paper
2. Thin point markers or pens
3. Masking tape

**Procedure:**

1. Introduce the activity to the students. Spend time discussing the following points:
  - a. Sometimes it's difficult to give another person praise or a genuine compliment.
  - b. To let people know what we appreciate and respect about them is to validate them—we express appreciation and approval in a positive way.
  - c. Validation may be a new skill or a new idea. Sometimes it's easier to put someone down than to compliment them.
  - d. As we become better at validating others, we can learn to be clearer about what we like or appreciate about each other. For example, if we say to a friend, "You're a nice person," that person may be complimented, but not clear about exactly what we mean. The validation is too fuzzy. But if we say, "I really enjoy or like your sense of humor," the person knows exactly what quality we appreciate. The validator is clear and specific.
  - e. Emphasize the following differences between clear and fuzzy validations:

Fuzzy

*You look good.*

*You're sweet.*

Clear

*I like the way your hair looks today.*

*I like the way you always say something nice about other people.*

- f. Suggest the following validation guidelines to the class. Try to start your validations with "I":

- I like it when you...*
- I appreciate it when you...*

Be as specific as you can:

- I like it when you help me with my Math.*
- I like your creativity in Art.*

2. Pass out a blank 8.5 X 11 sheet of paper to each student and a couple of pieces of tape. Have the students tape the sheet of paper to their backs. Tell them to roam around the room writing validations on each other's backs. It is important to stress that they write something on each person's back.

3. **Caution:** Mention that no one is to write anything but validations. If anyone sees a single negative remark on one of the sheets, this is to be reported immediately, and all the sheets will be collected. This usually prevents problems.

4. After they finish writing, give them time to remove and read their own sheet.

5. Take a few minutes to process the activity with them:

- a. How does it feel to be validated?
- b. What did you learn that others appreciate about you?
- c. How does being validated increase self-confidence?
- d. How did it feel to validate others?
- e. How can we continue to show our appreciation for others?

## Who's in the Bag?

Purpose: To help students better understand and appreciate their uniqueness.

Outcomes: The students will be able to:

1. Select items that represent their personal characteristics;
2. Deduce which student is represented by the contents in the bag;
3. Discuss the meaning of items with the group and recognize their own uniqueness.

Materials:

1. Brown bags or other such opaque paper containers
2. Items from home

Procedure:

1. Ask each student to bring an unmarked bag from home containing 5 items that say something about who the student is. The teacher may want to do this himself/herself to demonstrate the process, serve as a positive model and allay any fears of the children about the kinds of things to bring.
2. The teacher collects the bags and empties one bag at a time before the class.
3. The students try to guess the identity of the owner by discussing the contents of the bag with each other.
4. Before the bag owner identifies himself/herself, have each member of the class point to who he/she thinks is the owner of the bag. Do this on the count of 3 and as a group, not individually.
5. Spend some time at the end of the guessing in discussing:
  - a. What were you saying about yourself by the items you brought?
  - b. How did you feel when the contents of your bag were revealed?
  - c. What did you learn about yourself? About others?

Prevention:  
Security  
Self Worth

## Family Ties

**Purpose:** To enhance the students' understanding of the role that the family plays in meeting the needs of its members and building security within its members.

- Outcomes:** The students will be able to:
1. Identify words or phrases that describe what a family is;
  2. Identify ways a family meets the needs of its members;
  3. Recognize how families have changed over the past two generations;
  4. Recognize how families differ in various parts of the world.

- Materials:**
1. Chalkboard or chart
  2. Handout: "Families Past and Present"

- Procedure:**
1. Introduce the following two activities on families by beginning to define what families are:
  2. Write the word family on a chalkboard or chart. Ask the students to brainstorm words or phrases that describe what a family is and record their suggestions.

Some examples:

|                             |                                  |
|-----------------------------|----------------------------------|
| <i>Group of people</i>      | <i>Same home</i>                 |
| <i>Relatives</i>            | <i>Taking care of each other</i> |
| <i>Parents raising kids</i> | <i>Brothers-sisters</i>          |
| <i>Grandparents</i>         |                                  |

3. Ask the class to develop a definition of family using their words and phrases. Write the word Needs on the board or chart and ask the class to brainstorm many different needs that family members have and that are met by the family.

Some examples:

|                           |                                |
|---------------------------|--------------------------------|
| <i>Rules for behavior</i> | <i>Food, shelter, clothing</i> |
| <i>Love</i>               | <i>Values</i>                  |
| <i>Care</i>               | <i>Spiritual beliefs</i>       |
| <i>Traditions</i>         |                                |

4. Ask the students to share similarities or differences that they have observed about families from cultures different from their own. Record the information about families of other cultures on the board or chart.

5. Distribute the handout, "Families Past and Present." Ask students to complete it at home and bring it to the next session on families.

Idea from: **Skills for Adolescence** (1985). The Quest National Center, 6655 Sharon Woods Blvd., Columbus, Ohio 43229.

Prevention:  
Security  
Self-worth

## Family Communication

**Purpose:** To help students recognize the benefits of positive and supportive family communication.

**Outcomes:** The students will be able to:

1. Discuss their own families' unique qualities, values, traditions and the roles fulfilled by members;
2. Compare and contrast families in other cultures;
3. Recognize positive supportive communication in a family as well as negative and unsupportive communication;
4. Role play both types of communication;
5. Generate ways to improve communication within a family.

**Materials:**

1. Completed Handout "*Families Past and Present*"

**Procedure:**

1. Allow time for the students to share and discuss information gathered at home on their handouts. Some suggested questions for discussion:
  - a. *What did you learn about the childhood experiences of your parents or grandparents?*
  - b. *What similarities did you notice between their experiences and your own? What differences?*
  - c. *What traditions or values are present in your family today that were also important to your grandparents and parents?*
  - d. *Talk about the family roles played by different members of the family.*
  - e. *How do the roles that different family members play help things go smoothly?*
2. Ask the students what they have learned about families in other cultures or countries where they have lived. What was similar to their own family? What was different?
3. Explain that the interviews allowed them to communicate in some depth with family members on a one-to-one basis. As a group, however, families tend to have different "styles" of communication. Some families are positive and supportive while others are negative and unsupportive. Some listen well to each other and some don't. Most families combine these two general styles of communication. Support from family is important for good feelings and healthy development.
4. Briefly describe 2 families: **The Blockers** and **the Lovelys**. The Blockers are extreme in non-effective communication--much shouting and no listening. The Lovelys are just as extreme in that everyone talks in soft voices and smiles all the time--never a conflict or unpleasant word.

5. Break the students up into groups of 4 or 5 to become a family. Give them a possible situation from the list below and ask them to take parts as a mother, father or child. Have them make up a skit showing the Blocker and Lovely styles of communication:

- The family preparing for out-of-town guests*
- The family at dinner*
- The family on vacation*
- The family in the morning*

6. After the skit demonstrations, discuss the problems of both styles of communication as well as any positive aspects of the communication shown in the skits. Discuss how the different styles of communication used by members of the family affect each other. Discuss ways that communication can be improved within a family.

# Families Past and Present

## Interview Form

1. Ask your father or mother or both to describe what their family was like when they were your age:

2. Ask your father or mother to tell you what they know about the childhood family experiences of one of their parents (or grandparents).

3. What are the roles these people play in your family?

Mother: \_\_\_\_\_

Father: \_\_\_\_\_

Brother(s): \_\_\_\_\_

Sister(s): \_\_\_\_\_

Grandparent(s): \_\_\_\_\_

You: \_\_\_\_\_

**Social Studies,  
Language Arts**

**Prevention:  
Control  
Security  
Self-worth**

**Grades: 6-8  
Size: Full Class  
Groups  
Time: 60-180  
minutes, several  
class periods**

## **PACE**

**Purpose:** To help the students realize that evaluating alternatives and their consequences is helpful in making decisions and solving problems.

**Outcomes:** The students will be able to:

1. List decisions they have made during the previous day and identify the consequences of those decisions;
2. Identify problems that students their age have;
3. Name the steps of the PACE model;
4. Explain the steps of the PACE model;
5. Illustrate the use of the steps of the PACE model through role playing a problem situation;
6. Create their own decision making model and teach it to other students.

**Materials:**  
None

**Procedure:**

1. Ask the students to write down at least 10 decisions (no matter how small) they have made in the last day (24 hours). Ask them also to record the consequences of their decisions and whether the consequences were negative or positive for them.

For example:

| <u>Decisions</u>                                | <u>Consequences</u>                        | <u>- or +</u> |
|-------------------------------------------------|--------------------------------------------|---------------|
| a. Selected clothes for school                  | were uncomfortable<br>received compliments | -<br>+        |
| b. Watched TV instead of<br>studying for a test | flunked the test<br>enjoyed the show       | -<br>+        |

2. Discuss how decisions sometimes have negative and positive consequences. When we weigh the negative and positive consequences ahead of time, we can make a better decision.

3. Now ask the students to list 10 problems that they feel students their age have to cope with. They may be school, friend, or home related problems.

4. Teach the steps of the PACE decision making model:

|   |                                              |                                                                    |
|---|----------------------------------------------|--------------------------------------------------------------------|
| P | <u>Problem</u>                               | Identify the problem specifically                                  |
| A | <u>Alternatives</u>                          | Explore all the possible alternatives and the consequences of each |
| C | <u>Choose a plan of action</u>               | Decide on one of the alternatives                                  |
| E | <u>Evaluate the results of your decision</u> | Was it a good decision? Why or why not?                            |

5. Break into small groups (4-5) and, using a problem identified by the students, apply the model and ask them to prepare a role play (skit) showing the steps of the model being used to make a decision.

6. After the skit presentations, discuss how effective or helpful the model was in making decisions. An excellent follow-up is to give students time in small groups to design their own decision making model and teach it to the class in a creative way. They must be sure to include the basic steps of any decision making model. If equipment is available, videotaping them teaching their model is very effective.

Any Content  
Area

Prevention:  
Control  
Security  
Self-worth

Grades: 6-8  
Size: Full Class  
Time: May be  
accomplished over  
several months

## Planning a Real School Project

**Purpose:** To help the students experience making decisions, working with peers and contributing to the school through planning a service project.

**Outcomes:** The students will be able to:

1. Generate ideas for service projects;
2. Make a group decision selecting a project;
3. Plan the necessary steps to accomplish the project;
4. Implement the steps to the completion of the project.

### **Materials:**

1. Present the idea of undertaking a class project that will benefit the school, other students, and make a lasting, tangible contribution to the school. Explain that this will be an opportunity to work together as a group, make decisions, and feel a sense of accomplishment.
2. The students should generate their own ideas, select one project as a group, plan the timeline and steps, identify materials and resources, decide tasks and assign responsibilities.
3. Time will have to be set aside weekly for planning, and the project selected will need approval by the administration. Some projects that have been implemented in other schools are:
  - a. building an obstacle course
  - b. creating and performing a puppet show
  - c. raising money to purchase new library books
  - d. planting and harvesting a garden
  - e. painting a mural in the school
  - f. improving the landscaping of the campus
4. Be sure to allow time for evaluation during and at the completion of the projects. It will be helpful for students to assess the following:
  - a. how they feel about the project,
  - b. how the group is cooperating,
  - c. how students are cooperating within the group, and
  - d. what they have learned about themselves and others.

**STRESS**

**REDUCING**

**ACTIVITIES**

Prevention:  
Stress

## Relaxation Exercises and Guided Imagery

**Purpose:** To diminish the effects of fears and stress.

**Outcomes:** The students will be able to:

1. Reduce the physical tension in their bodies;
2. Use their imaginations creatively to help manage stress;
3. Reduce tension due to fears and stress.

**Materials:**

1. Relaxation scripts (see following pages)
2. Tape recorder with soft music (optional)

**Procedures:**

1. Relaxation exercises designed especially for children can help them to become aware of the feelings of body tension and provide skills to reduce it. Reducing muscle tension seems to help reduce anxiety as well. Using guided imagery and pleasant fantasies can also help reduce anxiety as well as stimulate children's imaginations and enrich the learning process in children.
2. Relaxation training and guided imagery can be conducted in a regular classroom or physical education class, with a large or a small group. Once children develop the skills, they can use them to relax in many different settings without an instructor. Incorporating imagery or fantasy with relaxation exercises serves to maintain the child's interest.
3. These general guidelines should be followed:
  - a. Use a soft, even voice.
  - b. Prepare students to enter a relaxed state as well as leave the relaxed state.
  - c. Adjust time according to age level:  
K-3--10 to 15 minutes per session;  
4-8--15 to 20 minutes per session.
  - d. Two to three sessions per week will help to establish the exercises with the students.
  - e. Background music can enhance the effects of the exercises.

At any opportune  
time during the  
day

Grades: K-4  
Size: Full Class  
Time: 5 minutes

Prevention:  
Stress

## Five Minute Stress Relievers

Young children experience varying degrees of tension that may be the result of feelings of fear or anxiety in their everyday life. Academic and social development can be hampered by general worry throughout the day as well as a temporary "uptight" feeling. Often the adults in a child's life (parents, teachers, etc.) can control the situations or conditions a child experiences and, whenever possible, should find ways of altering the situation to make it less stressful for the child.

Teachers can use quieting tricks and exercises to reduce tension and stress in the classroom as well as teach their students something they can utilize anytime they feel the tension begin to build. The idea is to put these quieting tricks into action before stress, tension or anxiety are at a peak.

1. "Think of Something Quiet"

Raise your voice just slightly and say, "Look at me. I want you all to think of something very very quiet. Don't tell me what it is, but I'm going to be able to look at each of your faces and I'll be able to tell if you're thinking of something quiet." The children will respond instantly as you search their faces for the relaxed mental state and the whole emotional tenor of the room will change.

2. "Mr. Nobody"

You can also reduce stress with humor. Open the classroom door and say, "Oh, hello, Mr. Nobody. Come in." This grabs the children's attention because they can see no one is there. Place a chair for Mr. Nobody and invite him to be seated. One by one, the children join in fantasy, and this brief dose of whimsy makes for a calmer approach to the remainder of the day.

3. "Hand Squeeze"

Don't take hand-holding or hand-touching for granted! It's a way of enhancing interpersonal communication skills. Ask everyone to form a circle (sitting or standing) and to hold hands. You begin by gently squeezing the hand of the child to your right, then relaxing your grip. Be sure to reinforce that they should "touch gently." That child then squeezes the hand of the child to his/her right, then relaxes his/her grip. Continue around the circle. Do a few group squeezes in unison and say, "Hold. Squeeze. Hold. Squeeze," for whatever length of time seems appropriate.

(From Think of Something Quiet by Clare Cherry.)

4. The following is a quieting activity that can be done in 5 minutes after students finish outdoor play, before beginning a test or any other time when the students may need a quieting activity. This can be done as they sit in a chair or desk. The teacher sits in front of the students and, with a calming voice tone, tells the story and demonstrates the motions.

### "Canoe Trip Down a Jungle River"

"We are going to take a canoe trip down a quiet jungle river. Let's begin paddling."

(Paddle to the left and right)

"Look to the left at the beautifully colored parrots perched on the tree branches."

(Look left)

"Look to the right at the amusing monkeys playing in the trees."

(Look right)

"We're getting hungry. Let's paddle under that tree ahead to pick some of the fruit that is hanging from those low branches. Pick some fruit with both hands. Take a bite of the sweet, juicy fruit. It tastes delicious. Take another bite. Chew."

(Paddle, reach up with each hand, bite and chew)

"Let's paddle on. There are some alligators on the bank to the left of us. Let's paddle more quickly. They're not interested in us. We can slow down."

(Paddle left and right slowly and more quickly)

"Oh, our boat has a leak. Get the bucket and start bailing water out of the boat. Take a piece of gum out of your mouth and push it down into the hole until we can fix it properly."

(Lean over and bail water over each shoulder. Lean over—push the gum in the hole)

"We're getting tired. Let's stop for a rest under that big clump of trees ahead. Lay your paddle down. It's so cool under these trees. Close your eyes. Listen to the birds calling each other. Feel the coolness of the air. Listen to the water slapping lightly against the boat. Breathe deeply and slowly. Open your eyes. We're ready to go on." (to the next activity, test or whatever)

(Hands free in lap, breathe slowly and deeply 3 times)

At any opportune  
time during the  
day

Grades: K-4  
Size: Full Class  
Time: 10-15  
minutes

Prevention:  
Stress

## Relaxation Script

### Hands and Arms

*Pretend you have a whole lemon in your left hand. Now squeeze it hard. Try to squeeze all the juice out. Feel the tightness in your hand and arm as you squeeze. Now drop the lemon. Notice how your muscles feel when they are relaxed. Take another lemon and squeeze it. Try to squeeze this one harder than you did the first one. That's right. Real hard. Now drop your lemon and relax. See how much better your hand and arm feel when they are relaxed. Once again, take a lemon in your left hand and squeeze all the juice out. Don't leave a single drop. Squeeze hard. Good. Now relax and let the lemon fall from your hand. (Repeat process for the right hand and arm.)*

### Arms and Shoulders

*Pretend you are a furry, lazy cat. You want to stretch. Stretch your arms out in front of you. Raise them up high over your head. Way back. Feel the pull in your shoulders. Stretch higher. Now just let your arms drop back to your side. Okay, kittens, let's stretch again. Stretch your arms out in front of you. Raise them over your head. Pull them back, way back. Pull hard. Now let them drop quickly. Good. Notice how your shoulders feel more relaxed. This time let's have a great big stretch. Try to touch the ceiling. Stretch your arms way out in front of you. Raise them way up high over your head. Push them way, way back. Notice the tension and pull in your arms and shoulders. Hold tight, now. Great. Let them drop very quickly and feel how good it is to be relaxed. It feels good and warm and lazy.*

### Shoulder and Neck

*Now pretend you are a turtle. You're sitting out on a rock by a nice, peaceful pond, just relaxing in the warm sun. It feels nice and warm and safe here. Oh-oh! You sense danger. Pull your head into your house. Try to pull your shoulders up to your ears and push your head down into your shoulders. Hold in tight. It isn't easy to be a turtle in a shell. The danger is past now. You can come out into the warm sunshine, and, once again, you can relax and feel the warm sunshine. Watch out now! More danger. Hurry, pull your head back into your house and hold it tight. You have to be closed in tight to protect yourself. Okay, you can relax now. Bring your head out and let your shoulders relax. Notice how much better it feels to be relaxed than to be all tight. One more time, now. Danger! Pull your head in. Push your shoulders way up to your ears and hold tight. Don't let even a tiny piece of your head show outside your shell. Hold it. Feel the tenseness in your neck and shoulders. Okay. You can come out now. It's safe again. Relax and feel comfortable in your safety. There's no more danger. Nothing to worry about. Nothing to be afraid of. You feel good.*

### Jaw

*You have a giant jawbreaker bubble gum in your mouth. It's very hard to chew. Bite down on it. Hard! Let your neck muscles help you. Now relax. Just let your jaw hang loose. Notice how good it feels just to let your jaw drop. Okay, let's tackle that jawbreaker again now. Bite down. Hard! Try to squeeze it out between your teeth. That's good. You're really tearing that gum up. Now relax again. Just let your jaw drop off your face. It feels so good just to let go*

*and not have to fight that bubble gum. Okay, one more time. We're really going to tear it up this time. Bite down. Hard as you can. Harder. Oh, you're really working hard. Good. Now relax. Try to relax your whole body. You've beaten the bubble gum. Let yourself go as loose as you can.*

### **Stomach**

*This time imagine that you want to squeeze through a narrow fence and the boards have splinters on them. You'll have to make yourself very skinny if you're going to make it through. Suck your stomach in. Try to squeeze it up against your backbone. Try to be as skinny as you can. You've got to get through. Now relax. You don't have to be skinny now. Just relax and feel your stomach being warm and loose. Okay, let's try to get through that fence now. Squeeze up your stomach. Make it touch your backbone. Get it real small and tight. Get as skinny as you can. Hold tight, now. You've got to squeeze through. You got through that skinny little fence and no splinters. You can relax now. Settle back and let your stomach come back out where it belongs. You can feel really good now. You've done fine.*

### **Legs and feet**

*Now pretend that you are standing barefoot in a big, fat mud puddle. Squish your toes down deep into the mud. Try to get your feet down to the bottom of the mud puddle. You'll probably need your legs to help you push. Push down, spread your toes apart, and feel the mud squish up between your toes. Now step out of the mud puddle. Relax your feet. Let your toes go loose and feel how nice that is. It feels good to be relaxed. Back into the mud puddle. Squish your toes down. Let your leg muscles help push your feet down. Push your feet. Hard. Try to squeeze that mud puddle dry. Okay. Come back out now. Relax your feet, relax your legs, relax your toes. It feels so good to be relaxed. No tenseness anywhere. You feel kind of warm and tingly.*

### **Conclusion**

*Stay as relaxed as you can. Let your whole body go limp and feel all your muscles relaxed. In a few minutes I will ask you to open your eyes, and that will be the end of this session. As you go through the day, remember how good it feels to be relaxed. Sometimes you have to make yourself tighter before you can be relaxed, just as we did in these exercises. Practice these exercises every day to get more and more relaxed. A good time to practice is at night, after you have gone to bed and the lights are out and you won't be disturbed. It will help you get to sleep. Then, when you are a really good relaxer, you can help yourself relax here at school. Just remember the elephant, or the jaw breaker, or the mud puddle, and you can do the exercises and nobody will know. You've worked hard today, and it feels good to work hard. Very slowly, now, open your eyes and wiggle your muscles around a little. Very good. You've done a good job. You're going to be a super relaxer.*

At any opportune  
time during the  
day

Prevention:  
Stress

Grades: 5-8  
Size: Full Class  
Time: 10-15  
minutes

## Relaxation Scripts

### Script #1

*Settle back in your seat (or on the floor) and get comfortable in your space. Squint your eyes and tense your face as if you were on a sandy beach looking into the bright sun. Now feel the cool breeze blowing and relax every muscle in your face. Close your eyelids and relax your mouth.*

*Pull your shoulders up toward your ears. Imagine a heavy brick on each shoulder and how much exertion it takes to lift your shoulders. Now imagine the bricks falling away and your shoulders are free, loose and very relaxed.*

*Now make a fist as tight as you can. Flex every muscle in your arm. Command all your strength and power to go into those arm muscles. Now relax your arms, wrists and hands. Allow your arms to go limp, to droop at your side or rest in your lap.*

*Pull your stomach in as tight as you can. Imagine you are trying to squeeze through a very narrow crack in a rock wall. Tighten those stomach muscles. You made it through. Now you can relax all those muscles in your stomach and take a deep breath, filling your diaphragm and stomach with air.*

*Try to press your ankles together as tightly as you can. Hold that position, pressing them closer and closer together. Now let your legs fall apart loosely. Let them hang heavy from your chair (or sink heavily into the floor). Press your feet against the floor as hard as you can. (Bend knees to do this if lying on the floor). Try to push a hole right through the floor. Now the floor has dropped out from under your feet. Let them dangle loosely.*

*Now we will take 3 slow, deep breaths, counting to 10 with each one, inhaling on 1-5 and exhaling on 6-10. Fill your stomach, diaphragm and lungs with oxygen—completely filling up until there is no space left—and then exhale all the stale air slowly.*

### Script #2

*Close your eyes. Tense your whole body for a moment as you take a deep breath. Hold the tension and hold your breath for a moment...Now let go and exhale, letting your whole body relax...Let go and relax even more. Your whole body can let go and feel really peaceful and comfortable.*

[Pause 10 seconds]

*Picture all of the tension in your head and face coming together into a big knot in your forehead. Study the knot for a moment; concentrate on it. ..Now let it dissolve and melt, letting all the tension go from your head and face.*

[Pause]

*Now imagine all the tension in your throat coming together in a knot. In this knot are all the unspoken needs and feelings you have held back, all of the feelings you've swallowed. Put all of those tensions in the knot, then let it untie...The knot melts and dissolves, taking all of the tension with it.*

[Pause]

*Now imagine all of the tension in your chest in a big knot around your heart. Feel how tense the knot is...then let the knot untie...melting and dissolving all the tension in your chest.*

[Pause]

*Now imagine all the tension in your stomach in a big knot down there. Feel it, see it, understand it...Now let the knot untie...letting all your tension melt and dissolve.*

[Pause]

*Imagine that a big knot holds all of the rest of the tension in your body. Study the knot for a moment, feel it, understand it...Now let it untie....Let it melt and dissolve...All of the tension drains from your body.*

[Pause]

*Now imagine that all the tensions between you and other people around you are a bunch of knots. Tensions build up around us, making knots between us and others. Feel and understand the knots...Now let them untie, dissolving and melting all of the tension from between you. Then feel and enjoy the relaxation...no knots between you.*

[Pause]

*And when you are ready, slowly open your eyes, stretch, and get up feeling rested and alert.*

### Script #3

*Everybody has many different feelings during the day. Things may make us angry, scared, hurt, happy, or excited. Sometimes if you let yourself feel them at the the time, they will dissolve and won't store up. But a lot of times we forget to let ourselves feel our feelings, so they get stored up inside us. Then they come out in ways that sometimes hurt us and people around us. We'll touch bases with a few different feelings that all of us feel. Take a moment to get your body as relaxed as you can. Close your eyes and let your mind relax.*

[Pause 5-10 seconds]

*Picture a thing or two that you may have felt angry about recently...See it...Feel it in your body...Give yourself total permission to feel it...then relax and let it go.*

[Pause 10 seconds]

*Now picture a time or two when you've felt hurt...when your feelings have been hurt...or when you've felt rejected...Just be with the feelings for a moment...Let yourself feel them...then let them go and relax.*

[Pause]

*Let yourself get in touch with times you've felt scared recently...Picture the situation in your mind...Feel it in your body...Just let yourself feel scared for a moment...Then relax and let the feelings go.*

[Pause]

*When you have feelings going on inside you, take a moment to feel them deeply. This will keep you from building them up and carrying them around with you. Take a moment now to feel any other feelings that we haven't touched.*

[Pause]

*Then when you are ready, bring yourself back to alertness and give your body a good stretch.*

**HIGH RISK**

**STUDENT**

**ACTIVITIES**

## HIGH RISK CHILDREN IN OVERSEAS SCHOOLS

Because of the potential for civil disorder, climatic extremes and the lack of modern medical facilities associated with many overseas postings, some children in overseas schools may experience collective or personal disasters in their lives which can lead to problems related to fears and stress. Inviting such children and other adults in their lives to participate in counseling activities is an important strategy for schools to consider in preventing fear related problems.

Collective disasters might include earthquakes, tornadoes, typhoons, and acts of war or terror in which a large portion of a school population or community is affected. Such crises remind children that they are vulnerable, raise doubts regarding their sense of security, and tend to diminish their sense of control over their own destinies. Although life anywhere is filled with uncertainty, such events can give rise to doubts about their ability to be successful in other areas of their lives and to meet the challenges of daily threats.

Personal disasters, although not necessarily collectively shared, can be just as traumatic for the individual child. Loss of a parent through accident or divorce, bodily injury, and the trauma of a nocturnal break-in or mugging are examples of personal disasters. These may have the same effect on the child as collective disasters. The child who is under stress from such things as changing schools, family strife, school failure, etc. can also be at greater risk than other children.

The counselor, teacher or administrator may wish to target these children and their families for special intervention. In 1986, children at the American Cooperative School in Liberia were faced with an attempted coup in the country. Although no violence was directed at them per se, there was a great deal of shooting, violence and executions. Most of the children were exposed to these events. Following the coup attempt, children came to school through check points manned by armed soldiers. They often had to get out of the bus or car while soldiers searched them and the vehicle.

On the playground, children acted out their fears. They set up "check points" and searched for weapons. They played war games. The teachers were uncertain what to do. Should we go on as usual? Should we talk about it? What do we say if we do talk about it?

Parents, too, were uncertain what to do. Often in the face of disaster, teachers and parents uncertain about how to broach the topic simply return to business as usual, inadvertently sending the message that this is something not to be explored. In such circumstances, the counselor or administrator needs to help teachers, parents and children with the opportunity for some release appropriate to the developmental level of the children.

### Suggestions

In a case such as the one above, meet with teachers and parents first, let them talk out their concerns and fears, then provide them with structured ways they can help children. In Liberia, for example, one suggestion was to have a sharing time as soon as children got to school:

*"How were the check points today?"*

*"How did you handle the situation?"*

*"I see you're all handling the check points well; how do you do it?"*

*"It's scary, but you seem to be able to handle it."*

After the sharing, story time for the younger children might help them calm down a bit. One teacher passed out clay during story time. At first, children just kneaded the clay. Later, as their anxiety abated, they began to make things with the clay. Learning how to release the tensions brought on by a crisis situation, then, is the first goal of intervention. Relaxation

training, guided imagery, mutual story telling and other techniques might be helpful follow-up activities. With high risk populations, the school personnel will want to deal first with the specific issue at hand—allowing for catharsis—then help the children to re-establish their senses of control, self-worth and security.

### Helping the Fearful Child—A Counseling Model

Another level of intervention is helping the child who is already experiencing fear related problems. The longer fear related problems persist, the more difficult it is to help the person find ways to overcome his/her fear.

In the following pages, we have outlined a four phase counseling scheme which follows the model of coping (self-worth, control, security) suggested in this guide. In the first phase, the counselor is concerned with establishing a positive relationship, providing cathartic release, exploring the child's world, and validating the child's fear. This last consideration is most important. The child's fears are real, no matter how mystical, imaginary, or unthreatening they may appear to the observer.

The second phase deals with assessment. This does not necessarily mean testing, but rather getting to know the child from his or her perspective and developing a sense of how the child views the world and his/her place in it. Specifically, the counselor needs to have a clear picture of the child's sense of control, self-worth and security. It may be that a given fear arises out of a specific situation related to personal disaster in which the child feels vulnerable to a specific fear object. In such a situation, the counselor may move on to the third phase, focusing on the child's relationship with fear objects.

On the other hand, the counselor may find that the child's fears are many and varied arising from a lack of security. The child may have little opportunity to act on his/her world, seeing self at the mercy of things in the environment rather than exercising control over the environment. The child may view self as failure-expectant, assuming defeat in the face of life's threats. In such situations, the counselor will proceed into phase three with a different approach.

In phase three, the counselor is concerned with generating and implementing a plan of action to assist the child. For fear specific situations, the counselor and child may implement a number of options, including systematic desensitization, implosive therapy, flooding, cognitive restructuring, cognitive self-control, bibliotherapy relaxation training, etc. Such strategies may be employed individually or in appropriate combination to help the child develop ways to cope with the fear object. If the fear object is a result of a lack of transference of the skills the child already has in coping, or as a result of a particular encounter, such specifically focused interventions have proven successful.

If the child's fears arise from a lack of control, self-worth and/or security, such approaches may help temporarily with the specific situation, but will manifest themselves again in a different situation or with a different fear. In such cases, the counselor may proceed with some of the above strategies, but will also want to help the child develop his/her general sense of control, self-worth and security. Strategies the counselor may wish to employ here might include decision-making and problem solving skills, increasing success experience, interpersonal communication skills training, assertiveness training, etc. The counselor may work directly with the child in individual or group counseling, but should also consider parent and teacher consultation. Consultation might focus on both helping parents and teachers understand childhood fear as well as home and classroom strategies to help the child develop a better sense of control, self-worth and security.

## Evaluation

In the last phase, the counselor must assess the impact of the counseling strategies as helping the child deal with fear objects. If the counselor employs a direct strategy, such as systematic desensitization, only to find that one fear object is quickly replaced by another, the counselor may wish to look only at the child's sense of control, self-worth or security to determine if intervention in one or more areas underlying the child's sense of power would be an appropriate focus.

For children who have a positive sense of power, strategies focused on directly reducing the impact of the fear object may take a shorter period of time before results are noted than in the case where the child's sense of power is not strong. While intervention directed at the concepts of control, self-worth and security may take longer to show results, the long term effects of helping children establish a sense of power in their lives will not only help with overcoming fear related problems, but may generalize to other areas of personal functioning.

## **MODEL FOR COUNSELING THE FEARFUL CHILD**

### **Stage One: Exploration**

This stage allows the child to openly explore feelings, thoughts and behavior regarding self in relation to fear object(s).

#### **Counselor Seeks To:**

Establish an atmosphere of trust and open communication;

Validate the child's perceptions as real and appropriate at the current level of experiencing and understanding;

Provide an opportunity for catharsis.

#### **Techniques Utilized:**

Empathic listening and responding

Appropriate self-disclosure

Biblio-counseling

Mutual story telling

Play, art, storytelling, etc.

#### **Procedural Goal:**

Self-exploration

### **Stage Two: Assessment**

This stage helps the child define the fear in relationship to trauma or disaster and/or current sense of security, self-worth and/or control.

#### **Counselor Seeks To:**

Help the child recognize reactions to traumatic event or disaster;

Help the child recognize sense of security, self-worth, control;

Gently guide the child toward recognition of relationship of self with fear object.

#### **Techniques Utilized:**

Continued empathic responding

Added specificity in responding

Role play

Role reversal

Play, art, storytelling, etc.

#### **Procedural Goal:**

Self-understanding

### **Stage Three: Intervention**

This stage helps the child take appropriate action to deal with fear object(s).

#### **Counselor Seeks To:**

Help the child develop specific strategies in coping with fear object(s) and/or  
Help the child increase sense of security and/or self-worth and/or control.

#### **Techniques Utilized:**

Relaxation training  
Systematic Desensitization  
Guided Imagery  
Interpersonal communication skills training  
Decision making/problem solving skills training  
Life skills training groups  
Creating success experiences  
Biblio-counseling  
Encouragement

#### **Procedural Goal:**

Action directed toward dealing with fear object or increasing sense of security, self-worth  
and control

### **Stage Four: Evaluation**

This stage helps the child assess current relationship of self to fear objects.

#### **Counselor Seeks To:**

Validate child's ability to cope with fear object(s);  
Validate child's sense of security, self-worth and/or control.

#### **Techniques Utilized:**

Role play  
Role rehearsal  
Role reversal  
Direct observation  
Indirect observation  
Self report

#### **Procedural Goal:**

Evaluation of interaction scheme

ESL

Grades: K-8  
Size: Individual  
Time: Varies

High Risk:

Security

Control

Self-worth

## ESL Activities

**Purpose:** To help allay the fears of non-English speaking students in the environment of the school and in the community.

**Outcomes:** The students will be able to:

1. Relax and be calm in the school environment;
2. Begin to enter into the life of the school;
3. Begin to interact in the host country community;
4. Begin to construct positive social relationships with peers.

**Materials:**

See individual activities below.

**Procedure:**

**The Non-English Speaking Child:** One of the most frightening experiences for children in overseas schools is to enroll at a new school in which the language of instruction is unfamiliar to the student. If the child's teachers do not know the language of the child, it can be doubly stressful for the child and a source of frustration for the adults as well since language can not be used as a mediator between the child and his/her fears. The child placed in such a seemingly hostile environment will most likely feel insecure, will probably experience a loss of control over his/her life, and will possibly lose a substantial portion of his/her sense of self-worth since he/she will not be able to function at the level that he/she had attained in the past. The following procedures may be able to alleviate some of the deleterious effects of this unpleasant experience:

1. **Security Blankets:** Find out from the parents what conveys the notion of warmth and acceptance within the culture of the child. It may be physical contact (hugs), facial expressions, food, or any number of culturally appropriate behaviors or objects. Whatever it is, make sure that you are aware of it and can demonstrate it to the child.
2. **Peer Power:** If there are other students within the class or within the school who speak the language of the child, plan to pair up the new child with the veteran immediately. The peer will serve as an ally for the affected child and will increase his/her sense of security. Even if there is no one who speaks the language of the child, select an especially friendly and outgoing student to be the newcomer's special "buddy."
  - a. Have the peer helper show the newcomer the layout of the school, explain the school schedule and routines, and act as an interpreter between school personnel and the child, if he/she speaks the child's language.
  - b. It is a good idea to develop a peer helper program to train a cadre of students to act as peer facilitators. Have the helpers brainstorm ideas about what it was like to be new and what kinds of things they needed when they were newcomers with little or no language skills. Make sure that they understand that they are to help accclimate the new students so that they can begin to do things for themselves and that they are not expected to do everything for the newcomers on a sustained basis.
3. **Pictures as Words:** If there is no one in the school who speaks the language of the child, draw pictures to communicate with the child. Draw a clock with pictures of what happens during the day at certain times, such as children playing when it is time for recess, etc.

4. **Physical Activity:** Make sure that all ESL students are heavily involved during those times in the school day when physical exercise is taken. Never remove them from PE or recess, even for extra language study. Physical activity can serve to mitigate the effects of stress, is an optimum time for new ESL students to compete on even terms with their peers (thus restoring self-worth), can be an excellent chance for students to bond with their peers, and is an opportunity for "informal" language learning to take place.

5. **Welcome Ceremony:** Set aside some time for the new child to meet his/her classmates. Have a group of students act as a welcoming committee and plan a mini-party in which food and small gifts are shared with the newcomer to make him/her feel as if he/she were a valued addition to the group. Introduce the child to the class and have each student introduce him or herself to the newcomer and greet him/her with a warm "Welcome!"

6. **Community Orientation:** Arrange for a student or group of students to take the newcomer on a tour of the community. A visit to the local market, if in a traditional culture community, would be an excellent place to begin as markets are often intimidating, yet are the centers of life in many areas. Have the students show the child what things are available, how the system of economic transactions functions (i.e., bargaining, etc.), and how to get around in the community.

7. **Parent Involvement:** Make sure that the parents of the new child are thoroughly oriented to the policies and routines of the school so that the child may use them as a resource after the school day is over.

Counseling

High Risk:

Security

Control

Grades: K-8  
Size: Individual

Group,  
Full Class

Time: Varies

## Personal Crisis Management

**Purpose:** To help children express feelings and thoughts related to a personal crisis event and develop coping strategies that may be helpful in coping with a crisis situation.

**Outcomes:** The students will be able to:

1. Define the meaning of crisis;
2. Identify feelings and thoughts related to experiencing a crisis;
3. Discuss actions that would be helpful to take in a crisis situation;
4. Generate steps that can be taken when facing a personal crisis.

**Materials:**

1. chalkboard or
2. chart and marker

**Procedure:**

1. The occurrence of a personal or situational crisis in an elementary child's life may impair normal emotional functioning. These crises could include death of a relative or friend, divorce or separation, neglect, abuse, parent's loss of a job, moving abroad, experiencing a different culture for the first time, illness or accident. Signs of stress or anxiety that may result from experiencing a personal crisis have been included in this guide on Page 9.

2. **Individual:** Listening to a student who is experiencing a personal crisis and and creating an accepting, non-judgmental atmosphere helps the student unlock feelings and express thoughts, anxieties or fears related to the situation. Rather than give advice, the teacher can serve as a mirror reflecting back to the child the feelings and thoughts expressed. The child may not wish to communicate verbally. Just being with someone who cares about him/her may help the child feel more secure. Playing games, drawing or reading a book together are other ways of expressing care and concern for the child.

3. **Small Group:** Small group discussions led by a teacher may be a mode of support for children experiencing a common crisis or similar situation. Participants in a group learn that they are reacting naturally which can reduce their feelings of loneliness and of being different. For example, children who share the common experience of parents' divorce may express similar feelings, recognize common situations, hear other's coping strategies and find support and help through the phases of adjustment. Goals of a small discussion group should include helping the children express feelings, understand what happened and why, and decide what action can be taken to cope with the crisis.

4. **Classroom Guidance:** A classroom guidance approach can be a means of helping children who are experiencing a personal crisis to develop adaptive coping behaviors as well as provide each of the students with an opportunity to develop coping skills before a crisis event occurs. The following classroom guidance approach can be divided into several lessons:

a. Using a brainstorming technique, lead the children toward formulation of a composite definition of the word "crisis". Fill the chalkboard or a chart with as many crisis events that can happen to a student as they can generate.

b. Ask the students to select a crisis event that happened to them, or someone they know, and draw a picture about the event and/or write a story about it. Younger children may choose drawing and older children may prefer to write. Allow enough time for the children to thoroughly develop their writing or drawing.

c. Encourage the students to share their writing or drawing with the class including any details of the event or feelings elicited by the event that they wish to share.

d. Use the brainstorming technique again to identify various feelings experienced during a personal crisis. Ask the students to also brainstorm some of the things they think about during a crisis event.

e. It is important to include an action phase in the classroom guidance approach. Lead the students to a discussion of action strategies using the following questions:

What did you do that helped you in a time of crisis?

Who might help you in a time of crisis?

What steps might you take to help yourself if you are facing a crisis event?

f. As a means of culminating the classroom guidance approach, the teacher should formulate a summarization of the main points of the lessons and allow the students to summarize what they have learned about handling a crisis situation in their life.

5. Taking time to structure a small group discussion or classroom guidance approach will help a teacher recognize some of the personal struggles of their students. It may also help identify students and families who may benefit from more professional help and with whom the teacher may want to remain in closer communication. Schools need to recognize the effects personal crises have on students and learning and perhaps develop policies for dealing with children in crisis.

Counseling

High Risk:

Security  
Control

Grades: K-8

Size: Full Class

Time: Varies

## Collective Crisis Management

**Purpose:** To help students cope with the stress and fear due to collective crises which may occur in or around the school.

**Outcomes:** The students will be able to:

1. Express and accept their fears;
2. Gain a realistic sense of security in relation to a crisis;
3. Remain reasonably in control in relation to a crisis.

**Materials:**

1. The booklet, *Managing Children During a Crisis*, U. S. Department of State, February, 1986.

**Procedure:**

1. **Guidelines for Adult Behavior:** Collective crises are rare (but, unfortunately, real) occurrences that affect groups of people, such as a class, a school or an entire community, rather than individuals or isolated families. These crises include accidents, kidnappings, bomb scares and bombings, coups, insurrections, riots and acts of terror. Children in overseas schools, especially in the Third World, are sometimes exposed to these dangers because of the political and social volatility of the countries in which the schools are located. Although the incidence of such crises is low, it is best for teachers, counselors and administrators stationed in politically unstable areas to be prepared for such eventualities and to be aware of certain generally accepted guidelines for dealing with a collective crisis.

In the case of a crisis, school personnel should:

- a. Be in contact with the parents of the children involved as soon as possible. A free flow of information will serve to calm the fears of both groups and will add to the children's feelings of security;
- b. Not avoid discussion of the incident. To feel fear after a dangerous incident is natural. Children (and adults) need an outlet for their feelings and fears. To ignore the incident will make the children feel that there is something wrong with them for feeling as they do;
- c. Remain calm. Children will look toward adults and adult behavior for security in times of crisis. Panicky adults will only lead to loss of control on the part of the children. Be reassuring and comforting, with liberal use of physical contact;
- d. Be honest and forthright with children. Give supportive information that will build up trust between you and the child. It is better to say, "I don't know" than to deliberately make up something which will later prove false;
- e. Mobilize the child's own resources. Encourage children to help each other, to talk, sing, play games or whatever else is appropriate for lifting spirits and distraction. Allow students to help with chores, clean up, distribute food, etc.--all things that will permit them to feel in control.

2. Activities during a Threat Period: During periods of stress due to social, political or environmental factors, teachers, counselors and administrators should discuss the following:

- a. Roles and tasks of each staff member during the crisis;
- b. Communication/information systems, such as radios, telephone networks, emergency channels, etc.
- c. First aid procedures;
- d. Stress management and relaxation techniques for periods of confinement;
- e. Adult fears and communicating to children about fears and other emotions;
- f. Preparation for post-violent incident classroom activities;
- g. Procedures for evacuation from school and/or the country;

3. Classroom Activities Following a Crisis:

a. Unfinished Sentences

During the \_\_\_\_\_, I was scared when \_\_\_\_\_.  
When I heard that \_\_\_\_\_, I felt \_\_\_\_\_.  
I still think about \_\_\_\_\_.  
When I (see, pass by, hear) \_\_\_\_\_, I think about \_\_\_\_\_.  
and I feel \_\_\_\_\_.

b. Drawings to accompany sentences

*Pictures of what happened*  
*People it happened to*  
*Yourself [the child] at the time*  
*Composite picture of event on a large board or mural*

c. Re-enacting the event with children (or puppets, dolls, etc.) taking the roles

d. Teacher-led discussions

*Who did what and why*  
*What they might have done*  
*What we know now that we didn't know then*

e. Poems, stories, songs, letters, assemblies, discussions and drills dealing with the event or similar events

**Counseling**

**High Risk:**  
**Control**

**Grades:** K-8  
**Size:** Individual  
**Time:** 30-45  
per session

## Systematic Desensitization

**Purpose:** To help students deal with their unreasonable fears.

**Outcomes:** The students will be able to:

1. Relax when faced with feelings of fear;
2. Control their fears so as to be able to enter into the activities of the school.

**Materials:**

1. A hierarchy of situations related to the client's fear

**Procedure:**

Systematic desensitization is a technique used by mental health professionals to treat clients who experience unreasonable emotional reactions, such as intense fear, when confronted with situations which are not dangerous in and of themselves. This technique is especially useful in the treatment of common phobias, such as the fear of heights, claustrophobia, and the fear most commonly found in students, school phobia.

The technique focuses on pairing relaxation behavior with mental images of fear-inducing stimuli organized in a graduated hierarchy. In other words, the client is told to imagine things which more and more approximate the phobic situation that he fears in real life while at the same time relaxing. By mixing fear producing situations with relaxing behavior, the technique gradually breaks down the association of the feared object with the fear response because a person cannot be tense (a physiological response to fear) and relaxed at the same time.

1. The first step is to construct a hierarchy of images which are related to the client's fear or phobia. The hierarchy should begin with something which is only remotely connected to the fearful situation and then, in gradual approximations, the images should become more and more similar to the actual fear. For example, if a student has a fear of going to school, one could start with something relatively benign, such as getting up in the morning. Then, one could progress gradually through all the steps that lead to going to school itself. Finally, one can arrive at the school.

2. The second step is to teach the client relaxing behavior (see *Relaxation Scripts* in this guide). The relaxing behavior must be taught to the client before beginning to introduce the hierarchy so that relaxation can be paired with the mental images.

3. What follows is a script of a session of systematic desensitization with a ten year old who, because of his father's frequent job changes, must change schools often. Unfortunately, he has a fear of meeting new people which has generalized to a case of school phobia. Three different levels of the hierarchy will be presented:

**Counselor:** *"Last time we talked about how you get very nervous about meeting kids at school. You've explained to me how you feel scared at the thought of starting a conversation with someone whom you don't know. You said that your palms start to sweat, your heart begins to beat faster and you feel short of breath and uncomfortable. The only way that you have been able to control this reaction is to avoid the situation and stay by yourself. You said that it has become so bad that you don't even want to go to school anymore. Is that about right?"*

**Student:** *"That's right."*

**Counselor:** *"OK, you also said that despite these feelings, what you really want is to feel comfortable enough at school with other students to make friends. We agreed that with your family moving around so much and your having to attend different schools so frequently that it's a real pain not to be able to make friends comfortably like the other kids. Would you say that describes how you feel?"*

**Student:** *"Yes."*

**Counselor:** "Great. Well, we can work on this problem by using a procedure with a fancy name—desensitization. By using desensitization, those situations that make you feel tense and nervous now will no longer cause you to feel bad. The procedure has been used very successfully with thousands of people all over the world to help them reduce their fears of certain situations. I feel it can work with you too.

To make this work, you will first learn how to relax. After you're relaxed, I'll ask you to imagine some things about meeting people, starting first with things that aren't too frightening, and gradually thinking about more uncomfortable situations. As we go along, the relaxation will start to replace the tension and fear, and some of the things that you might think are stressful now will no longer seem so bad later. Do you have any questions about this?"

[The first stage in the hierarchy]

**Counselor:** "Ok, now that you've learned how to relax, it's time to try some desensitization. I'm going to ask you to imagine something. Listen to what I say and try to put a picture of it in your mind. At the same time, just remain relaxed and calm. If you start to feel tense, I want you to raise your pointing finger of your right hand. Let's try that now."

"Great. All right, now relax as we've just been practicing. Imagine you're lying down in a grassy field on a calm, peaceful day. The sun is warm and there's a gentle breeze blowing on your face. You're just so comfortable lying there that you feel like you're just melting into the grass. The tenseness is leaving your body. You're breathing deeply, and the air feels so fresh and clean. You're calm and relaxed and you feel so good.

"Good. Now imagine you are home and you overhear your parents talking. Your father is telling your mother that he might be transferred to another job and that you might have to move again. You don't know if you will have to move; there is only the possibility that you will have to. Imagine that conversation and keep that image in your mind. Just think about it for a while." [Wait for 10 seconds]

"OK, now go back to your relaxing. You didn't raise your finger which means that you didn't feel very tense, right?"

**Student:** "Right"

**Counselor:** "Good. Let's do it again."

[Repeat the scene.]

"That's great. You got through that without any trouble. Let's try another one."

[Skipping several steps in the hierarchy]

**Counselor:** "Ok, you've been doing just fine so far. Let's try another one. Now just relax and imagine the next scene that I describe to you. It's the first day at your new school, and you are getting in the car with your mom to go to school. You are opening the door and just getting in, you sit down next to your mom and your mom starts the car. You pull away from the curb..."

**Student:** [Raises his finger indicating fear.]

**Counselor:** "Ok, just relax. Think of ... [Go back to the relaxation scene] That's it. Breathe deeply. Feel relaxed?"

"Let's try it again. [Repeat the same scene. If no fear response, go on to next step in the hierarchy.]

[Skipping several steps in the hierarchy]

**Counselor:** "All right. We've gone through a whole list of scenes, and you've managed to stay calm and relaxed throughout the process. Let's give it one more try with a new scene. Now relax again as we practiced."

"You're at school, and the teacher has just let the class out for recess. You're on the playground, and the boys are getting up a game of volleyball. You want to play too, but in order to do so, you have to go over to one of the guys and ask him to let you in on the game. You are walking over to him to talk to him, you are figuring out what you want to say, and he turns around to look at you. Think about that, keep it in your mind, and relax.

**Student:** [Raises finger indicating fear.]

**Counselor:** "OK, relax." [Bring up the relaxation image again and terminate the session after achieving relaxation.]

## Appendix A

### Bibliography of Children's Fears

#### Fear of change:

Coates, Belle. *Mak*. Houghton Mifflin Co., 1981. *Ages 12 and up.*

In this slowly unfolding, well-written story of an orphaned boy torn between two cultures, the reader gains considerable insight into the feelings, beliefs, and way of life of Native Americans, and in particular, their struggle to retain their culture. Change, Mak finds, is essential, and yet change often pits the old ways against the new.

#### Fear of the dark:

Bond, Felicia. *Poinsettia Pig and the Firefighters*. Crowell Publishers, Inc., 1984. *Ages 4-7.*

Lonely and afraid of the dark in her new room, Poinsettia Pig is comforted when she discovers that the firefighters are awake and keep watch during the night.

Bonsall, Crosby Newell. *Who's Afraid of the Dark?* Harper & Row, 1980. *Ages 3-7.*

A little boy describes his dog's fear of the dark, and his sympathetic friend, recognizing that it is the boy himself who is afraid, gives helpful advice.

Mayer, Mercer. *There's a Nightmare in My Closet*. Dial Press, Inc., 1968. *Ages 3-6.*

In an amusing story, a determined young boy decides to take action against his nighttime fears.

Robinson, Deborah. *No Elephants Allowed*. Clarion Books, 1981. *Ages 3-6.*

After receiving well-meant but ineffective help from his family, a little boy deals successfully and in his own way with his nighttime fears.

Schubert, Ingrid and Dieter. *There's a Crocodile Under My Bed*. McGraw-Hill Co., 1981. *Ages 3-6.*

A little girl copes with her bedtime fears by turning the frightening crocodile of her imagination into a gentle, entertaining fantasy, spending an evening with a delightful crocodile whose very job is to reassure her.

Smith, Janice Lee. *The Monster in the Third Dresser Drawer and Other Stories About Adam Joshua*. Harper & Row, 1981. *Ages 5-8.*

In these anecdotal chapters, young Adam Joshua, helped by understanding parents, copes with a move, a new baby sister, and several less dramatic but familiar events.

Stevenson, James. *What's Under My Bed?* Greenwillow Books, 1983. *Ages 4-7.*

Grandpa helps Mary Ann and Louie cope with their nighttime fears by sharing his experiences as a young child.

Willoughby, Elaine Macmann. *Boris and the Monsters*. Houghton Mifflin, 1980. *Ages 4-7.*

A small boy masters his fear of the dark when he moves to protect something more helpless than he is—a frightened puppy.

Zalben, Jane Breskin. *Norton's Nighttime*. William Collins Publishers, 1979.

***Ages 2-6.***

A young raccoon named Norton wanders away from his pine tree and cannot find his way home before nightfall. Small children will understand Norton's feelings of fear and insecurity and will laugh with relief as the raccoon discovers his friends.

**Fear of being lost:**

Mausser, Pat Rhoads. *How I Found Myself at the Fair*. Atheneum, 1980. ***Ages 7-9.***

An only child, used to her mother's close supervision, goes to a state fair with the large, unruly family of a friend and gets lost. After a succession of frightening experiences, Laura uses her head and finds her friends again.

Parenteau, Shirley. *I'll Bet You Thought I Was Lost*. Lothrop, Lee & Shepard Co., 1981. ***Ages 5-8.***

A trip to the supermarket with his father becomes a scary adventure when little Sandy gets lost. He tries hard to find something familiar in the people and products he sees, but his panic steadily increases until he finds his father; then the boy is delightfully plucky and brave.

Wittels, Harriet and Joan Greisman. *Things I Hate*. Behavioral Publications, Inc. 1973. ***Ages 4-8.***

This story centers on the fear of getting lost and is a good discussion starter.

**Fear of death:**

Bunting, Anne Evelyn. *The Big Red Barn*. Harcourt, Brace & Jovanovich, 1979.

***Ages 4-7.***

In this first-person story, the family barn symbolizes the permanence and security a young boy longs for after the death of his mother and the arrival of his stepmother. When the barn is destroyed, the boy feels doubly threatened. Through the help of his grandfather, he comes to accept the new barn and his new stepmother.

Byars, Betsy Cromer. *Goodbye, Chicken Little*. Harper & Row, 1979. ***Ages 9-11.***

In this fast-moving story, a quiet, cautious boy comes to grips with several disturbing events and emotions: grief and guilt over the accidental deaths of close family members; confusion about a friendship; anxiety about his place in an outgoing, often unpredictable family.

Jackson, Jacqueline. *The Taste of Spruce Gum*. Little, Brown & Co., 1966.

***Ages 10-13.***

Eleven year old Libby is confused by the sudden changes in her life, moving to a new home, and her mother's relationship with another person after the death of her father. The characterizations and human relationships are timeless.

Viorst, Judith. *The Tenth Good Thing About Barney*. Atheneum, 1971. ***Ages 4-8.***

With the aid of supportive parents, a young boy deals with the anxieties and grief surrounding the death of his pet cat.

### Fear in general:

Blume, Judy. *Otherwise Known as Sheila the Great*. E. P. Dutton & Co., 1972.

***Ages 9-12.***

Ten year old Sheila is afraid of dogs, water, strange noises and imaginary creatures. Rather than admit her fears, she conceals them through constant boasting and lying. With the help of a friends and her parents, she admits her fears and begins to cope with them.

Coles, Alison. *Michael's First Day at School*. 1984.

*Michael in the Dark*. 1984.

*Michael and the Sea*. 1985.

*Mandy and the Hospital*. 1985.

*Mandy and the Dentist*. 1985.

EDC Publishing. ***Ages 3-7.***

Michael and Mandy are two very normal children and, like every child, they are sometimes afraid of the unknown. These stories show how Michael and Mandy overcome their fears and enjoy life more fully for having been brave.

Crofford, Emily. *A Matter of Pride*. Carolrhoda Books, Inc., 1981. ***Ages 8-11.***

A young girl learns what courage can entail through her mother's brave overcoming of her fears in the interest of protecting her family and preserving their few possessions during the Depression.

Heck, Bessie Holland. *Cave-In at Mason's Mine*. Charles Scribner's Sons, 1980.

***Ages 8-10.***

A young boy must overcome his fears and practice the new skills his father has taught him in order to save his father's life in this suspenseful adventure.

Tester, Sylvia Root. *Sometimes I'm Afraid*. Children's Press, Inc., 1979. ***Ages 3-5.***

A small child describes some of her fears and explains how she has become less fearful. Children will understand that fears are a normal and sometimes even necessary part of life.

Pfeffer, Susan Beth. *What Do You Do When Your Mouth Won't Open?* Delacorte Press, 1981. ***Ages 10-13.***

A young girl with a deep fear of public speaking is helped to overcome her phobia in this lively first-person narrative. Although it seems odd that Reesa has never gotten help from parents or teachers and must seek it out herself, her encounters with the psychologist are convincing and the book's other relationships and situations ring true.

### Fear of physical harm:

Andersen, Karen Born. *What's the Matter, Sylvie, Can't You Ride?* The

Dial Press, 1981. ***Ages 4-7.***

Fear prevents Sylvie from learning to ride her new bicycle. Only when she gets reckless, so frustrated and angry that the possibility of physical harm is momentarily unimportant, does she conquer the bike. Though aimed at young readers, this story captures that familiar struggle between the drive to succeed and the fear of failure.

### Fear of school:

- Delton, Judy. *A New Girl at School*. E.P. Dutton & Co., 1979. *Ages 4-7*.  
Nervous about going to a new school, a little girl finds the adjustment difficult at first. But before too long she begins to make friends and feel at home—and soon there's a newer student than she.
- Gross, Alan. *The I Don't Want to Go to School Book*. Children's Press, 1982. *Ages 5-9*.  
This humorous look at a boy trying to evaluate the pros and cons of going to school will appeal to any reader who's ever had a bad day at school.
- Hogan, Paula Z. *Sometimes I Don't Like School*. Raintree Publishers, 1980. *Ages 6-9*.  
Embarrassment about his poor performance in arithmetic clouds a young boy's feelings about school. He desperately tries to avoid the situation entirely; however, his understanding teacher recognizes his need for help. Once George admits his problem, he can and does take the necessary steps to solve it.
- Lasker, Joe. *Nick Joins In*. Albert Whitman & Co., 1980, *Ages 5-8*.  
A disabled child's initial fear of school dissolves with barely a ripple, thanks to understanding parents, sympathetic teachers, and his own outgoing attitude.
- Quackenbush, Robert M. *First Grade Jitters*. J.B. Lippincott Co., 1982. *Ages 5-7*.  
In this short, simple tale of apprehension about school, the young rabbit narrator feels defensive when his parents try to define his "jitters."
- Tester, Sylvia Root. *We Laughed a Lot, My First Day of School*. Children's Press, Inc., 1979. *Ages 3-6*.  
A Mexican-American boy discovers that his fears about kindergarten are unfounded, and he enjoys a positive first-day experience.

### Fear of separation:

- Helmering, Doris Wild. *I Have Two Families*. Abingden Press, 1981. *Ages 6-8*.  
This timely first-person narrative, told by Patty, shows that children can live a normal life after their parents' divorce. Patty and Michael experience all the fears and uncertainties that most children of divorce feel.
- Schuchman, Joan. *Two Places to Sleep*. Carolrhoda Books, Inc., 1979. *Ages 5-7*.  
David is uncertain and fearful about his parents' divorce. Despite patient, supportive, reassuring parents, a young boy needs time and abundant love to accept the break-up of his family.

### Fear of storms:

- Sussman, Susan. *Hippo Thunder*. Albert Whitman & Co., 1982. *Ages 3-6*.  
A little boy learns a simple and relatively accurate trick for overcoming his fear of thunder.
- Zolotow, Charlotte. *The Storm Book*. Harper & Row Publishers, Inc., 1952. *Ages 5-9*.  
The scariness and eventual beauty of a storm and its aftermath are described to help the young reader cope with fears of storms.

Fear of the unknown:

Calhoun, Mary Huiskamp. *The Night the Monster Came*. William Morrow & Co. , 1982. *Ages 8-10*.

Andy "cries wolf" several times before the monster he sees, a wounded bear, impels him to consider the safety of others as he overcomes his fear and traps the animal.

Hogan, Paula Z. and Kirk. *The Hospital Scares Me*. Raintree Publishers, Inc., 1980. *Ages 3-8*.

This reassuring, simple, but informative account of a little boy's surgery and hospital stay could help prepare children for a hospital visit or be useful in describing the hospital experience to a child's siblings or classmates.

Lipp, Frederick J. *Some Lose Their Way*. Atheneum Publishers, 1980. *Ages 10-13*.

Two lonely young 8th graders find their way past the misconceptions they have about each other to form an enduring, nourishing friendship. Natural history becomes an integral part of the story.

Wartski, Maureen Crane. *The Lake Is on Fire*. The Westminster Press, 1981. *Ages 10-13*.

A boy's numb despair over his own blindness and the death of his friend lifts when he embarks on a dangerous trek through a burning forest, forced to rely on the eyes of the dog he fears.

## Appendix B

### Resource List

#### Books:

- Stroebel, C.F. (1982). **QR: The quieting reflex**. New York: Berkley Books  
Relaxation training
- McCullough, C.J., & Mann, R. W. (1985). **Managing your anxiety**. Jeremy P. Tarcher, Inc., 9110 Sunset Blvd., Los Angeles, CA 90069, \$15.95  
Stress management
- McKnew, D.H. Jr., Cytryn, L. & Yahraes, H. (1983). **Why isn't Johnnie crying? Coping with depression in children**. W.W. Norton, 500 Fifth Ave., New York, NY 10110, \$15.50  
Depression in young children
- Brenner, A. (1984). **Helping children cope with stress**. Lexington, MA: Lexington Books. \$10.95  
For teachers and those who work with children under stress
- Doyle, P., & Behrens, D. (1986). **The child in crisis**. Paperbacks for Educators, 426 West Front St., Washington, MO 63090 \$17.95  
For teachers/counselors to help children cope with personal crisis
- Gregson, B. (1982). **The incredible indoor games book**. Paperbacks for Educators, 426 West Front St., Washington, MO 63090 \$11.95  
Grades K-8 - Guidance, team-building, communication and cooperation
- Weinstein, M., & Goodman, J. (1980). **Playfair: Everybody's guide to noncompetitive play**. Paperbacks for Educators, 426 West Front St., Washington, MO 63090 \$9.95  
Grades 4-adult - Team-building and cooperation
- Stanish, B. (1982). **Connecting rainbows**. Paperbacks for Educators, 426 West Front St., Washington, MO 63090 \$8.95  
Grades 3-8 - Self-esteem, values, cooperation and communication
- Thomas, M. (1987). **Free to be...a family**. Paperbacks for Educators, 426 West Front St., Washington, MO. 63090 \$19.95 hardcover  
For use with all ages in school or at home. Contains poems, songs and stories about belonging
- Myrick, R. & Bowman, R. (1981).  
**Becoming a friendly helper: A handbook for student facilitators**  
\$4.95  
**Children helping children: Teaching students to become friendly helpers** \$9.95  
Educational Media Corp., Box 21311 Minneapolis, MN 55421  
Grades 5-8 - Peer counseling - manuals for trainers and students

- Canfield, J. , & Wells, H. (1976). **100 Ways to enhance self-concept in the classroom: A handbook for teachers and parents.** Paperbooks for Educators, 426 West Front Street, Washington, MO 63090 \$21.95  
K-adult - Self-esteem building activities
- Lesesne, T.S. (1986). **I'm special: A program for 4th graders.** The Drug Education Center, 1416 E. Morehead, Charlotte, NC 28204 \$9.50  
Grades 3-5 - Unit of activities to build self-esteem, communication and decision-making skills
- Graver, C.M., & Morse, L. (1986). **Helping children of divorce: A group leader's guide.** Springfield, IL: Charles C. Thomas. \$19.75  
For educators/counselors to help elementary students cope with divorce.
- Walczak, Y. & Burns, S. (1984). **Divorce: The child's point of view.** Harper & Row, 28 Tavistock St., London, NC2E7PN \$8.00  
Children's reactions to divorce
- Dreyer, S. (1985). **The bookfinder: When kids need books.** American Guidance Service, Publishers Building, Circle Pines, MN 55014  
\$19.95 softcover \$54.95 hardcover  
Reference volume of children's books by author, title and topic or subject
- Renfro, N. (1979). **Puppetry and the art of story creation.** Austin, TX: Nancy Renfro Studios  
Comprehensive, illustrated guide to puppetry
- Freericks, M. & Segal, J. (1979). **Creative puppetry in the classroom.** Rowayton, CT: New Plays Books.  
Illustrations and instructions for puppet making
- Sarafino, E. (1985). **The fears of childhood: A guide to recognizing and reading fearful states in children.** Human sciences Press, 72 Fifth Ave., New York, NY 10011-8004 \$3.95  
For teachers and administrators
- Faber, A. & Mazlish, E. (1980). **How to talk so kids will listen and listen so kids will talk.** Paperbacks for Educators, 426 West Front St., Washington, MO 63090 \$6.95  
For parents, teachers, counselors and administrators
- Robinson, J. (1985). **Culture Shock: Information packet for developing stress/culture shock programs for students in overseas schools.** ERIC Document 249430, RIE March.
- U. S Dept. of State (1986). **Managing Children During a Crisis.** Washington, D.C.: Author.

## **Multimedia**

- Stroebe, E., Stroebe, C.F., & Holland, M. (1980). **Kiddle QR: A choice for children.** QR Institute, 119 Forest Drive, Wethersfield, CT 06109  
Relaxation training tapes and manuals
- Christesen, B., & Vanderslice, C. (1984). **Who am I? Looking at self-concept.** Sunburst Communications, Inc., 39 Washington Ave., Pleasantville, NY 10570-9971 \$109.00  
2 Filmstrips/2 cassettes - self-esteem enhancement
- Herzfeld, G., & Powell, R. (1986). **Coping for kids: A complete stress-control program for students ages 8-18.** Center for Applied Research in Education, P.O. Box 430, West Nyack, NY 10995  
\$39.95  
Managing stress
- Dupont, H., Gardner, O.S., & Brody, D.S. (1974). **TAD: Toward affective development.** American Guidance Service, Circle Pines, MN 55014-1796 \$249.00  
Guidance Kit - Grades 3-6
- Dupont, H., & Dupont, C. (1979). **Transition.** American Guidance Service, Circle Pines, MN 55014-1796 \$242.50  
Guidance Kit- Grades 6-9
- Popkin, M.H. (1983). **Active parenting.** American Guidance Service, Circle Pines, MN 55014-1796 \$295.00  
Parenting education program with videocassette and other components - 6 session program
- Einstein, E.I., & Albert, L. (1986). **Strengthening step-families.** American Guidance Service, Circle Pines, MN 55014-1796 \$89.50  
Parent education program with audio-tapes and other components - 5 session program
- Palmer, H. (1973). **Sea gulls [Recording].** Freeport, NY: Educational Activities  
Background music for relaxation
- Thomas, M. (1979). **Free to be ... you and me. [Recording].** New York: McGraw-Hill.  
Songs to learn about self and others
- Davis, D.E., (1988). **My friends and me.** American Guidance Service, Circle Pines, MN 55014-1796 Range \$12.95 to \$285.00 for entire guidance kit - components separate - 4,5 and 6 year olds
- Dinkmeyer, D. Sr., & Dinkmeyer, D. Jr. (1982). **DUSO- Revised: Developing understanding of self and others.** American Guidance Service, Circle Pines, MN 55014-1796 \$149.00 to \$249.00  
Guidance Kit - Grades K-4

**Learning to say no.** (1985). Sunburst Communications, 101 Castleton St., Pleasantville, NY 10570-9971 \$119.00 Filmstrip/cassette, \$139.00 videocassette  
Grades 4-6 - refusal and assertiveness skills

**Coping with family changes.** Sunburst Communications, 101 Castleton St. Pleasantville, NY 10570-9971 \$165.00  
Grades 6-9 Filmstrips/cassette or videocassette

Antonucci, P., Schumacher, S., & Travers, L. (1986). **Biofeedback microlab.** HRM Software, Room M1-78910, 175 Tompkins Ave., Pleasantville, NY 10570 \$350.00 for disk, interface box, sensors and guide  
Grades 6-adult - For students/teachers to provide first-hand feedback to the body's reaction to stress

Hendricks, G. **The centered student: Stress & relaxation.** Learning Tree Filmstrips, P.O. Box 4116, Englewood, CO. 80155 \$99.00  
Grades 3-6 8 audio-cassettes and guide - self-confidence, creativity, handling stress.

Bowman, R.P. (1987). **Test buster pep rally.** Educational Media Corp., P.O. Box 21311, Minneapolis, MN 55421 \$79.95  
Grades K-6 - Test-taking strategies and stress reduction